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ABSTRACT

This report presents the results of a survey of federal 1997 TRIO (special programs for students from disadvantaged backgrounds) grantees and non-funded applicants conducted to determine grantees' satisfaction with support services provided by the Department of Education and to examine differences in levels of satisfaction across first-time grantees, repeat grantees, and non-funded applicants. The survey found that: in general, applicants were highly satisfied with the federal TRIO program, although the level of satisfaction varied across areas of customer service; levels of satisfaction differed for applicants who received funding and for those who did not; grantees rated training sessions conducted by TRIO grantees highly; grantees were generally satisfied with performance reporting requirements, although satisfaction levels with various aspects of the reporting requirements varied considerably; and first-time applicants were less satisfied than repeat applicants with their interaction with the Department of Education. Sections of the document include an executive summary and introduction, as well as discussions of overall experience, levels of satisfaction in specific areas, experience with outside organizations, first-time applicants, and suggested improvements. Appended are detailed data tables, comparisons of student support services for grantees and non-funded applicants, comparison of postsecondary/nonpostsecondary organizations, methodology, and survey instruments and summary statistics. (CH)

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ED 440 613

Satisfaction with TRIO Programs

Final Report

Prepared for:

U. S. Department of Education
Planning and Evaluation Service
Washington, D.C.

Prepared by:

Westat
Rockville, Md.

1999

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HE 032 843

Satisfaction with TRIO Programs

Final Report

Prepared for:

Office of the Under Secretary
Office of Postsecondary, Adult and Vocational Education

U.S. Department of Education

1999

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EXECUTIVE SUMMARY

This report presents the results of a survey of federal 1997 TRIO[2] grantees and non-funded applicants conducted during 1998.[3] The primary purpose of the survey was to determine grantees' overall level of satisfaction and their satisfaction with specific support services provided by the U.S. Department of Education (ED). The survey also examined differences in levels of satisfaction across first-time grantees, repeat grantees, and non-funded applicants. The data will be used to examine the current quality of ED support available to grantees and to provide baseline data for measuring changes in satisfaction. The major findings of the study are:

In general, applicants, both funded and non-funded, were highly satisfied with the federal TRIO programs.

- Eighty-five percent of the applicants reported being satisfied with the TRIO programs with 26 percent reporting they were very satisfied.
- Only 9 percent of applicants reported that they were dissatisfied with the program and 7 percent were neutral.

Levels of satisfaction varied across areas of customer service.

- Eighty-five percent were satisfied with the application materials.
- Sixty-six percent were satisfied with the award notification process.
- Eighty-two percent were satisfied with the technical assistance provided by ED staff.
- Ninety-six percent were satisfied with the training sessions provided.

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[2] *Editor's note:* Prior to 1992, TRIO programs were known officially as Special Programs for Students from Disadvantaged Backgrounds. The three original federal programs from which the the "trio" programs derived their name were: Upward Bound (1964), Talent Search (1965), and Student Support Services (1968). Though the term TRIO (in all caps) is not an acronym or initialism, it has been retained to avoid confusion. Educators began using the word TRIO to describe these student programs in 1968 with the passage of the Student Support Services legislation. To make matters more interesting, when the survey for this report was conducted federal TRIO programs were seven in number. In addition to the three named above, the other programs included: the Educational Opportunity Centers Program, Ronald E. McNair Postbaccalaureate Achievement Program, Training Program for Federal TRIO Programs Staff, and Upward Bound-Math Science Program. Finally, the 1998 amendments to the Higher Education Act of 1965 added an eighth TRIO program after the survey for this report was conducted. That program, the TRIO Dissemination Partnership Program, was authorized in October 1998, with its first grants awarded in September 1999. The TRIO Dissemination Partnership Program is not discussed in this report.

[3] The survey also included higher education institutions who applied for a Student Support Services grant during the 1997 grant cycle, but who were unsuccessful (i.e., non-funded). This group of institutions received a subset of the questions asked of grantees. Unless otherwise indicated, results refer to grantees' experiences. Differences between the two groups (grantees and non-funded applicants) are indicated where appropriate.

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Levels of satisfaction differed for those applicants who received funding and those who did not.

- ***Applicants who received funding tended to be more satisfied with information covered in pre-application workshops than those who were not funded.*** Levels of satisfaction with pre-application workshops ranged from 81 percent to 89 percent satisfied, for those who received funding, compared to 68 to 84 percent satisfied for those who did not receive funding.

- ***Applicants differed considerably in their evaluation of the application materials.*** Eighty-six percent of those applicants who received funding were satisfied with the materials provided compared to only 69 percent of those who were not funded.

- ***Applicants also differed considerably in their evaluation of the award notification process and documents.*** Funded applicants expressed higher levels of satisfaction than non-funded applicants in each of the eight areas reported. Differences between the two groups ranged from a low of 11 percentage points for timeliness to a high of 38 percentage points for comprehensiveness of notification documents.

Grantees consistently rated the training sessions conducted by TRIO training grantees highly.

- Levels of satisfaction ranged from 84 percent satisfied with the convenience of the training locations to 96 percent satisfied with the amount of time available to ask questions during the training sessions.

In general, grantees were satisfied with the performance reporting requirements.

- Nearly three-quarters (71 percent) of the grantees who completed a performance report felt that it collected appropriate information. (Ninety-five percent of the grantees had completed at least one performance report.)

- Between 60 and 70 percent of the grantees expressed satisfaction with: clarity, comprehensiveness, and timeliness of reporting requirements. Only 41 percent of grantees reported that the Department of Education used the information in the reports to provide "feedback" to grantees.[4]

Levels of satisfaction with various aspects of the reporting requirements varied considerably.

- The highest level of satisfaction (71 percent) was expressed on the appropriateness of the information collected. In contrast, only 41 percent felt the information in the reports was used to provide feedback to grantees.

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[4] Throughout this report, the term "feedback" refers to the process of providing grantees with the U.S. Department of Education's view of this grantee's performance. This information may also include suggestions on how the grantee may improve or enhance their program.

More than three-quarters (77 percent) of the grantees received information on the federal TRIO programs from organizations other than the U.S. Department of Education (ED).

- Ninety-four percent of these grantees felt the information was helpful. Only 14 percent felt it conflicted with information provided by ED.

First-time applicants were less satisfied than repeat applicants with their interaction with the Department of Education.

- First-time applicants were less aware than repeat applicants of technical assistance (82 percent versus 94 percent, respectively) provided by ED and were less likely to be satisfied with their interaction with ED staff.

I. Introduction

As part of its effort to assess customer satisfaction with its programs and services, the U.S. Department of Education (ED) requires information on how the TRIO[1] grant application and delivery process is perceived by grant applicants and recipients. This study provides findings from successful and unsuccessful higher education program grant applicants on their satisfaction with ED-provided services, such as solicitation and awarding of the grant, technical assistance, and monitoring activities.

Sample. The sample for this survey was drawn in two parts from lists provided by ED. First, a sample of 1,107 TRIO grantees was drawn from a pool of 1,972 successful grant applicants for the 1997 program year. A second group of 302 unsuccessful (non-funded) applicants were also included in the survey. The surveys were conducted from April through August, 1998. We used a proportional sample design for successful applicants stratified by type (outreach, institutional) and program (Student Support Services, Upward Bound, etc.). To ensure adequate statistical representation, we also selected all non-postsecondary entities that had received a grant. We assigned weights to each program based on the inverse of their probability of selection from the pool. We selected all unsuccessful applicants.

Survey Instruments and Response Rate. Separate instruments were sent to grantees and to non-funded applicants. Non-funded applicants received a subset of the questions on pre-application workshops, grant application materials, and award notification. The overall response rate for both the grantees and non-funded applicant surveys was 70 percent. The response rate varied by sampled group – 74 percent of the postsecondary entities, 54 percent of the non-postsecondary entities, and 60 percent of the unsuccessful applicants responded.

Program History and Structure. The term "TRIO" was coined in 1968 to describe three federal educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. The first of these programs was Upward Bound, which was authorized by the Economic Opportunity Act of 1964 as part of President Johnson's War on Poverty program. The second program, Talent Search, was created as part of the Higher Education Act of 1965. In 1968, the Higher Education Amendments authorized Special Services for Disadvantaged Students, which has been renamed Student Support Services.

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[1] TRIO is a set of federal programs designed to assist and encourage disadvantaged students to pursue and complete postsecondary education.

Since the late 1960s, the TRIO programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The fourth program, Educational Opportunity Centers, was authorized by the Higher Education Amendments of 1972. The 1976 Education Amendments authorized the Training Program for Federal TRIO Programs, initially known as the Training Program for Special Programs Staff and Leadership Personnel. The Ronald E. McNair Postbaccalaureate Achievement Program, the sixth program, was authorized by the 1986 amendments. In 1990, ED created the Upward Bound Math/Science program, which is administered under the same regulations as the regular Upward Bound program.

The current TRIO programs and their purposes[2] are:

- **Educational Opportunity Centers (EOC).** This program provides grants to institutions of higher education, organizations, and agencies to provide counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. An important objective of the program is to counsel participants on financial aid options and to assist in the application process. The goal of the program is to increase the number of adult participants who enroll in postsecondary education institutions.

- **Ronald E. McNair Postbaccalaureate Achievement (McNair).** This program provides grants to institutions of higher education only for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. Program participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees. The goal of the program is to increase graduate degree attainment of low-income, first-generation college students and individuals from other disadvantaged groups.

- **Student Support Services (SSS).** This program provides grants to institutions of higher education only to provide opportunities for academic development, assist students with basic college requirements, and motivate students toward the successful completion of their postsecondary education. The goal of the program is to increase the college retention and graduation rates of its participants and help students move from one level of higher education to the next.

- **Talent Search (TS).** This program provides grants to institutions of higher education, organizations, and agencies to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. The program also serves high school dropouts

[2] Program descriptions are taken from the TRIO program brochure.

by encouraging them to reenter the educational system and complete their education. The goal of the program is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

- **Upward Bound (UB).** This program provides grants to institutions of higher education, organizations, and agencies to provide fundamental support to participants in their preparation for college. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. The program serves high school students from low-income families in which neither parent holds a bachelor's degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of Upward Bound is to increase the rates at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

- **Upward Bound Math and Science (UBMS).** This program provides grants to institutions of higher education, organizations, and agencies to strengthen the math and science skills of participating low-income, potential first-generation college students. The goal of the program is to help students recognize and develop their potential to excel in the fields of math and science and encourage them to pursue postsecondary degrees in math and science.

- **Training Program for Federal TRIO Programs.**[3] The Training Program provides grants to institutions of higher education, organizations, and agencies to enhance the skills and expertise of project directors and staff employed in the federal TRIO programs. Training projects may include conferences, seminars, internships, workshops, or publication of manuals. Training topics are based on priorities established by the secretary of education and announced in the *Federal Register* notice inviting applications.

Appropriations for federal TRIO programs increased from $70 million to $600 million for fiscal year 1999. With this increase, the TRIO programs are expected to affect 725,000 low-income, first-generation, and disabled students, providing them with the support and resources to attend and complete college.

Application and Award Process. There are several stages in the grant award process. Prior to the grant competition, ED publishes an application notice in the *Federal Register* to inform potential applicants of each new grant competition. This notice gives basic program and funding information and provides information on where to obtain application materials and when to submit the application. The notice also provides information on the locations and dates for pre-application, technical

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[3] Institutions participating in this program were not included in this survey because there were so few of them. Only 19 grants were award in fiscal year 1998.

assistance workshops, which are designed to assist prospective applicants in developing proposals for a specific TRIO program.

Once the applications are submitted, a panel of three non-federal experts reviews each application. Reviewers prepare written evaluations of the application and assign points for each selection criterion.[4] Applications are then rank ordered based on points assigned. The assistant secretary for postsecondary education approves recommendations made based on the rank listing. After the award amount is set, the appropriate members of Congress are notified regarding the award, and award letters are mailed one week later. Unsuccessful applicants are notified soon thereafter.

Research Questions. This survey of TRIO program grantee satisfaction addressed the following research questions:

- How satisfied are TRIO grantees with services provided by ED?
- How satisfied are grantees with the solicitation and award process?
- How satisfied are grantees with technical assistance and monitoring activities once the grant has been awarded?
- How satisfied are first-time grantees compared to veteran grantees?
- Compared to grantees, how satisfied are non-funded applicants with the solicitation and award process?

Organization of Report. The next section (Section II) describes the overall experiences of applicants with the TRIO program and the program office, followed in Section III by an analysis of measures of satisfaction in specific programmatic areas – pre-application workshops, grant application materials, award notification, technical assistance, performance reporting, and communicating with ED. Section IV discusses the responses of first-time grant applicants and their satisfaction with the TRIO program. Section V looks at grantees' experiences with outside organizations. Section VI provides some suggestions for improving the TRIO program. Appendix A provides detailed tables by overall level of satisfaction. A comparison of Student Support Services funded and non-funded applicants is provided in Appendix B. Appendix C provides a comparison of postsecondary and non-postsecondary organizations. The methodology is presented in Appendix D, and the survey instrument along with the summary statistics are presented in Appendix E.

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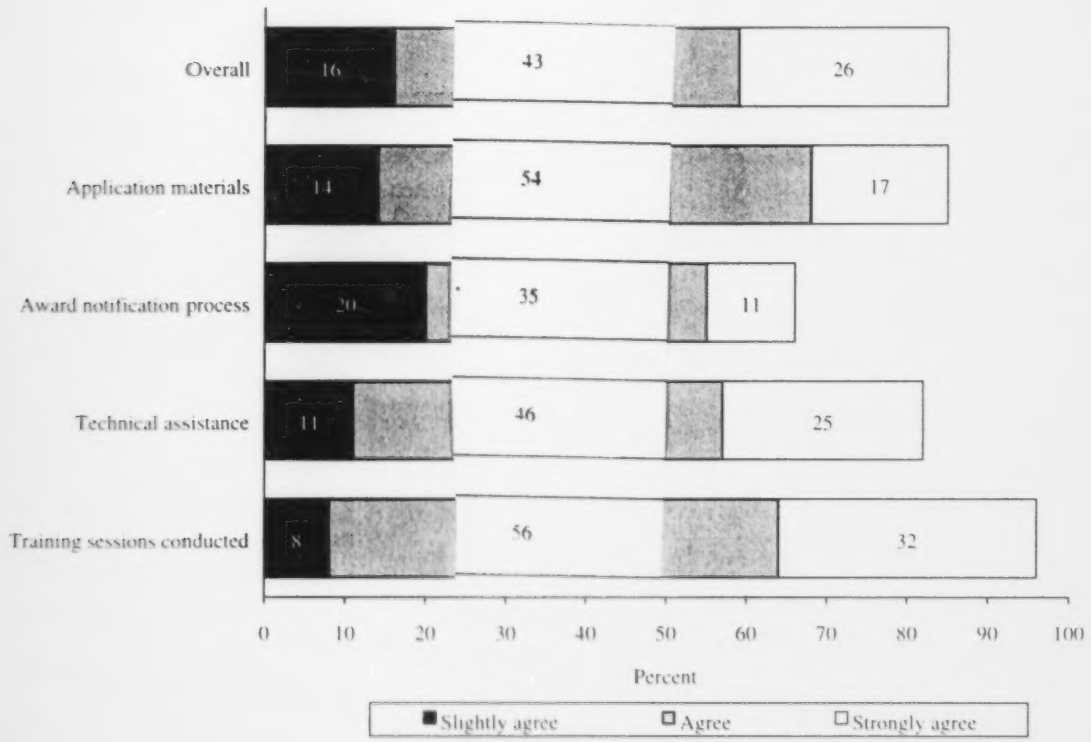
[4] Applicants who were awarded grants during the prior grant cycle are awarded prior experience points.

II. Overall Experience

TRIO grantees expressed a high level of satisfaction with the program. Over four-fifths (85 percent) of those grantees responding expressed overall satisfaction with the application process and assistance they received from ED in operating their TRIO programs (Figure 1). The most common response was that they agreed that they were pleased with their experience with ED's federal TRIO programs (43 percent). An additional 26 percent strongly agreed, and 16 percent slightly agreed. The remainder was split between those who were neutral (7 percent) and those who were not satisfied (9 percent) with their overall experience.

Figure 1. Percentage of grantees agreeing they were satisfied with overall experience



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

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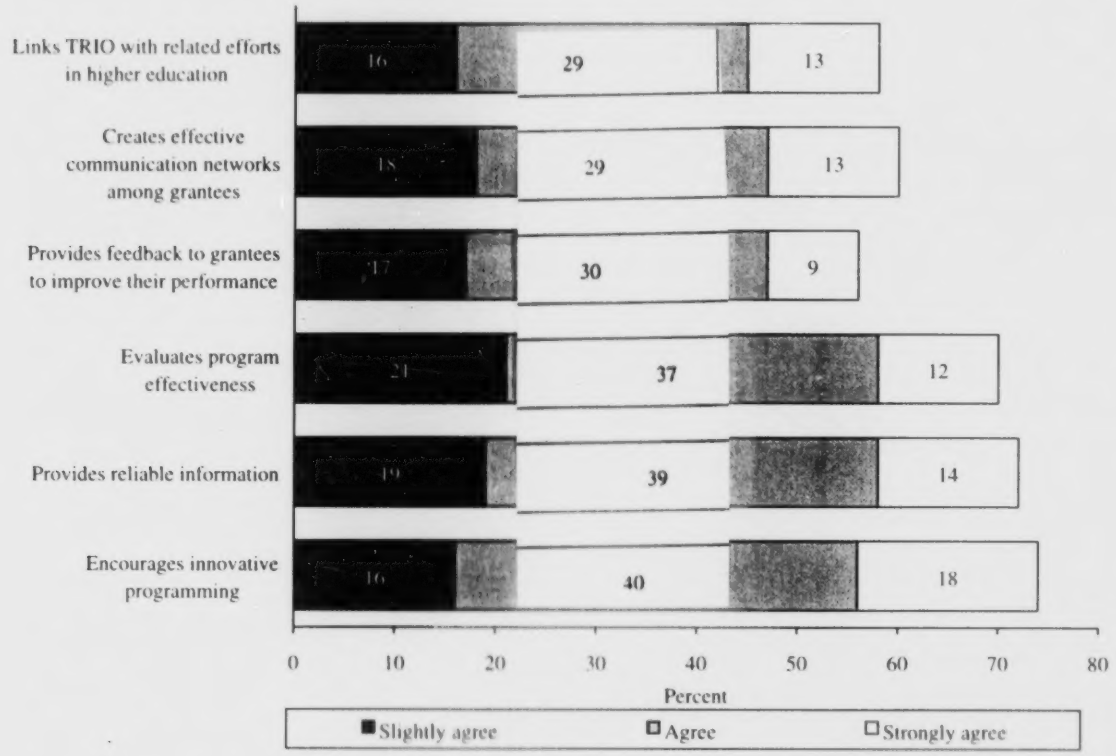
Among the four overall areas of the application and award process, grantees expressed the highest level of satisfaction (96 percent) with the training sessions supported by ED. Thirty-two percent of the grantees expressed a strong level of satisfaction with this service. In contrast, the award notification process received the lowest level of satisfaction, with only two-thirds (66 percent) being satisfied with this aspect of the TRIO application process and only 11 percent expressing strong satisfaction.

Figure 2. Evaluation of program office



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Grantees' satisfaction with the TRIO program office with respect to various aspects of program operation was slightly lower than their overall satisfaction with the program itself. Satisfaction with the program office ranged from 56 percent to 74 percent satisfied, while overall satisfaction with the TRIO programs was 85 percent. The highest level of satisfaction with the program office was regarding innovative programming. Seventy-four percent of the grantees felt that the program office encouraged

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innovative programming among applicants. (See Figure 2.) In contrast, 37 percent felt the program office provided little guidance on the operation of the programs.[5] Grantees also expressed high levels of satisfaction (72 percent) with the reliability of information from ED and the program office's evaluation of program effectiveness (70 percent).

Lower levels of satisfaction were expressed regarding linking TRIO with related efforts and feedback on performance.[6] Only 60 percent of the grantees were satisfied with the program offices' attempts to establish networks between grantees. A similar percentage (59 percent) felt the program office was providing sufficient communication between TRIO and other related higher education efforts. More than half (56 percent) of the grantees felt the program office was providing sufficient feedback for them to improve their performance. Nearly one-third (32 percent) were dissatisfied with the feedback they were receiving from the program office.

Grantees were also asked to evaluate the guidance they receive from the program office on the operation of their TRIO program. Slightly more than half (51 percent) felt the program office provided a sufficient amount of guidance. Thirty-seven percent of the grantees felt the program office provided little guidance on program operation.

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[5] See question 53 of the survey, page E-17, in Appendix E.

[6] The term feedback is used to describe the process of ED providing information to the grantees to improve their performance.

III. Levels of Satisfaction in Specific Areas

Both successful and unsuccessful applicants were asked questions concerning the pre-application, application, and award notification processes.[7] Where appropriate, differences in their responses are noted in this section.

Pre-Application and Application Process. Prior to each grant competition, ED conducts pre-application, technical assistance workshops at various locations across the United States. The workshops provide an overview of the competition, including the TRIO program regulations, discuss award selection criteria and the application process, and offer writing tips for the application.

The first step for most potential applicants is obtaining a copy of the application package from ED. This package contains information necessary to complete and submit an application for funding. Typically, the notice inviting application is released several months before applications are due. As in the case of the most recent Student Support Services competition, applications became available August 28, 1996, with a deadline for submission of October 29, 1996; awards were announced in June, and grant award documents were issued in July and August 1997. The project start date for this competition was September 1, 1997.

The overwhelming majority (91 percent) of applicants reported that they had no difficulty in obtaining a copy of the application package. Applicants primarily obtained a copy of the package either by a telephone request (35 percent), mail-in request (25 percent) or automatically (29 percent). (See Figure 3.) There were some differences between the methods used by those applicants who were subsequently funded and those who were not. One-third of those who were funded received their application package automatically from ED compared to only 4 percent of those who were not funded. Those who were not funded typically obtained a copy of the application package by telephoning ED and requesting a copy (60 percent), while only about half (51 percent) of those who were funded obtained a copy by this method. Only a few applicants (4 percent) requested a copy of the application using electronic media such as fax or electronic mail, though this number may increase in the future. Seven percent of the applicants obtained a copy of the materials through other means or sources such as National Council of Educational Opportunity Associations (NCEOA) or a combination of mail, telephone, fax, and e-mail.

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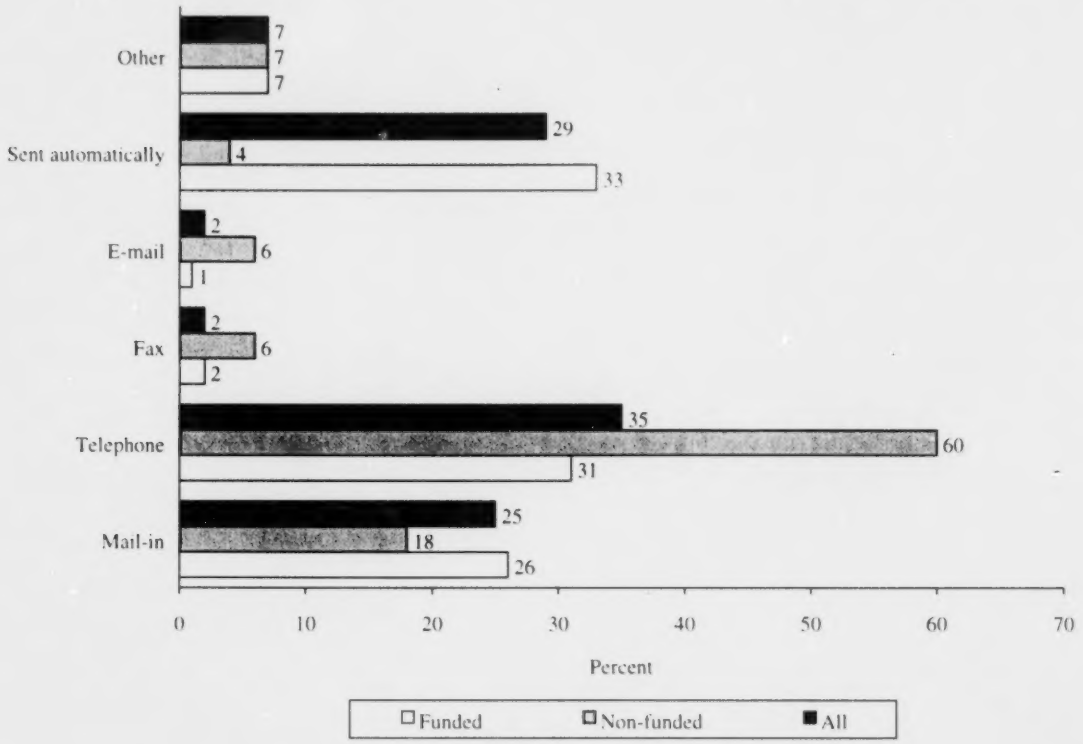
[7] Unsuccessful applicants include only those who applied for a Student Support Services grant during fiscal year 1997. Of the 302 unsuccessful applicants, 60 percent responded to this survey.

Figure 3. Source by which applicants, funded and non-funded, obtained the application package



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Of the 9 percent who experienced some difficulty, about half (51 percent) continued to call the department until they obtained a copy.

Eighty-four percent of the applicants felt that they received the application package in an adequate amount of time to respond prior to the closing date. For those who felt additional time was needed, the average number of days they received the package prior to the due date was 37 days, with a range from 3 to 95 days.

Funded vs. Non-funded. Eighty-five percent of those funded felt they received the package of materials in adequate amount of time to complete the application. Fewer, 79 percent of those who were not funded, were satisfied with the amount of time to complete the application package. Of the 4

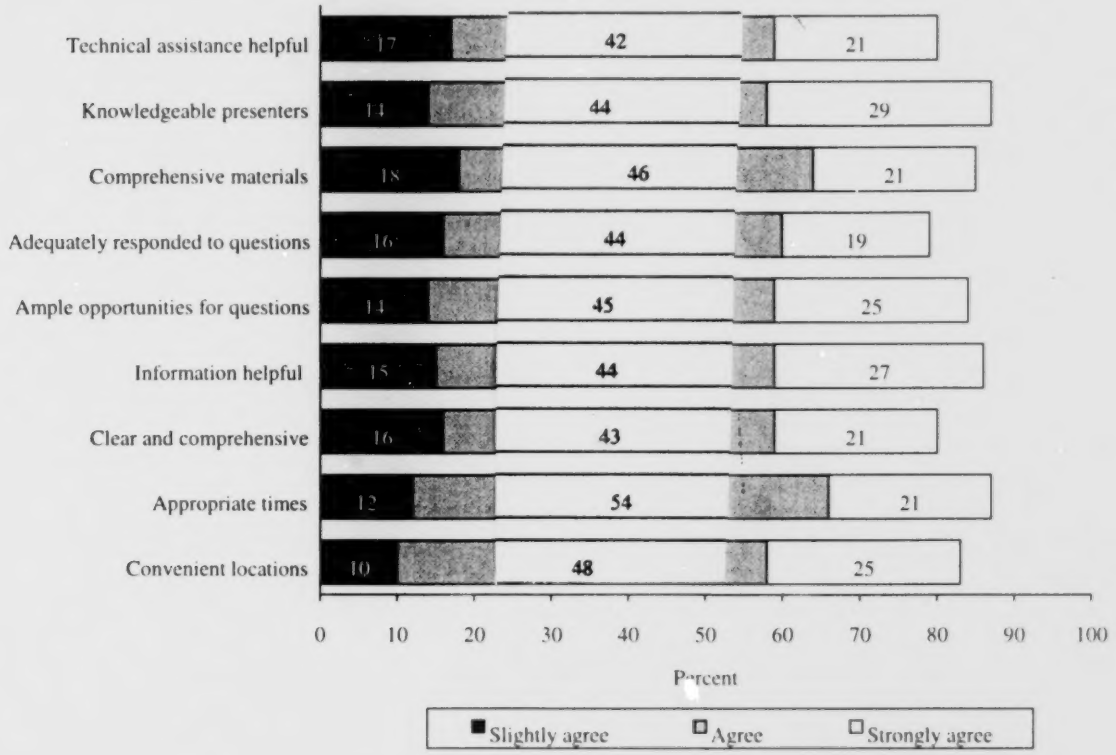
percent who had trouble obtaining a copy of the application package, 70 percent were subsequently funded.

Pre-application workshops. Eighty-nine percent of applicants were aware of pre-application, technical assistance workshops conducted by ED. Of those who were aware of the workshops, 79 percent attended the workshops or sent someone from their staff. In most cases, (78 percent), the person attending the workshop was the program director or the program coordinator for the TRIO programs. Overall, 85 percent of the applicants were satisfied with the pre-application, technical assistance workshops conducted by ED.

Applicants' satisfaction with the pre-application workshops ranged from 79 to 87 percent satisfied. (See Figure 4.) The lowest level of satisfaction was regarding presenter's ability to adequately respond to questions. Eighty-four percent of the applicants felt there was an adequate amount of time to ask questions, and 79 percent felt ED staff adequately responded to questions. Eighty-seven percent felt that the presenters were knowledgeable.

The highest level of satisfaction was with the timing of workshops. Eighty-seven percent of the applicants believed that the workshops were offered at appropriate times.

Figure 4. Evaluation of pre-application workshops



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Funded vs. Non-funded. Applicants who received funding tended to be more satisfied than those who were not funded (Figure 5). The difference in level of satisfaction ranged from a low of four percentage points to a high of 18 percentage points. The largest differences focused on the timing of the workshops and the convenience of the locations. Those that did not receive funding were less satisfied with these aspects of the workshops than those who did receive funding.

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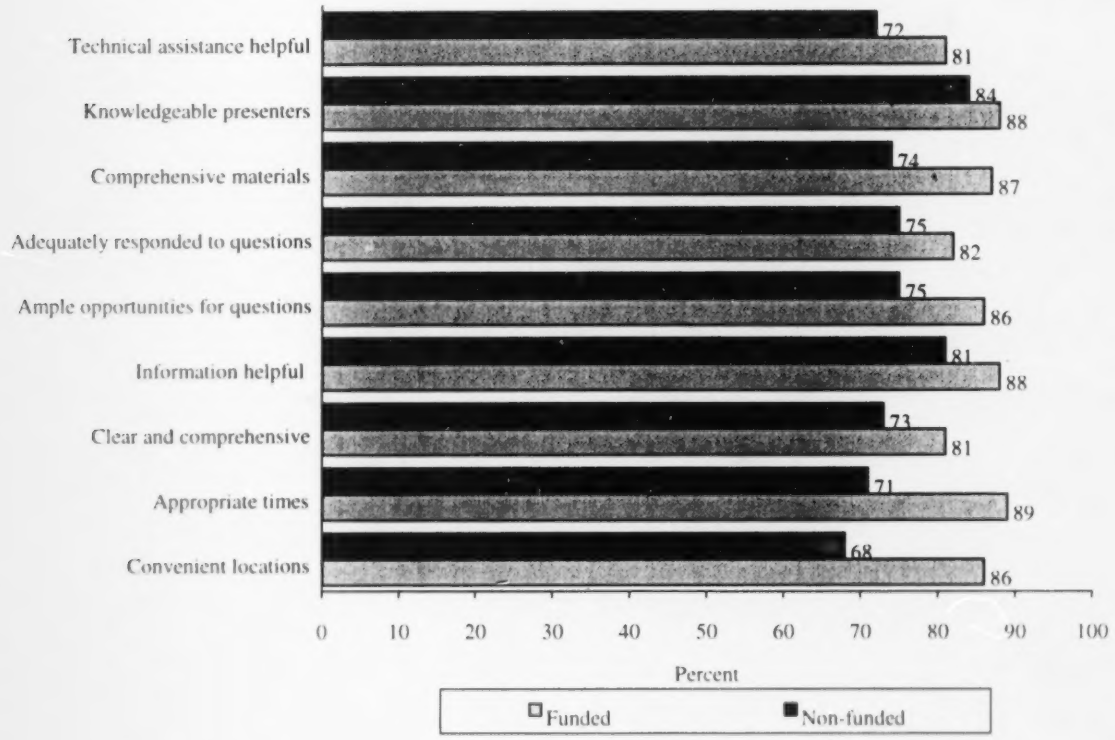
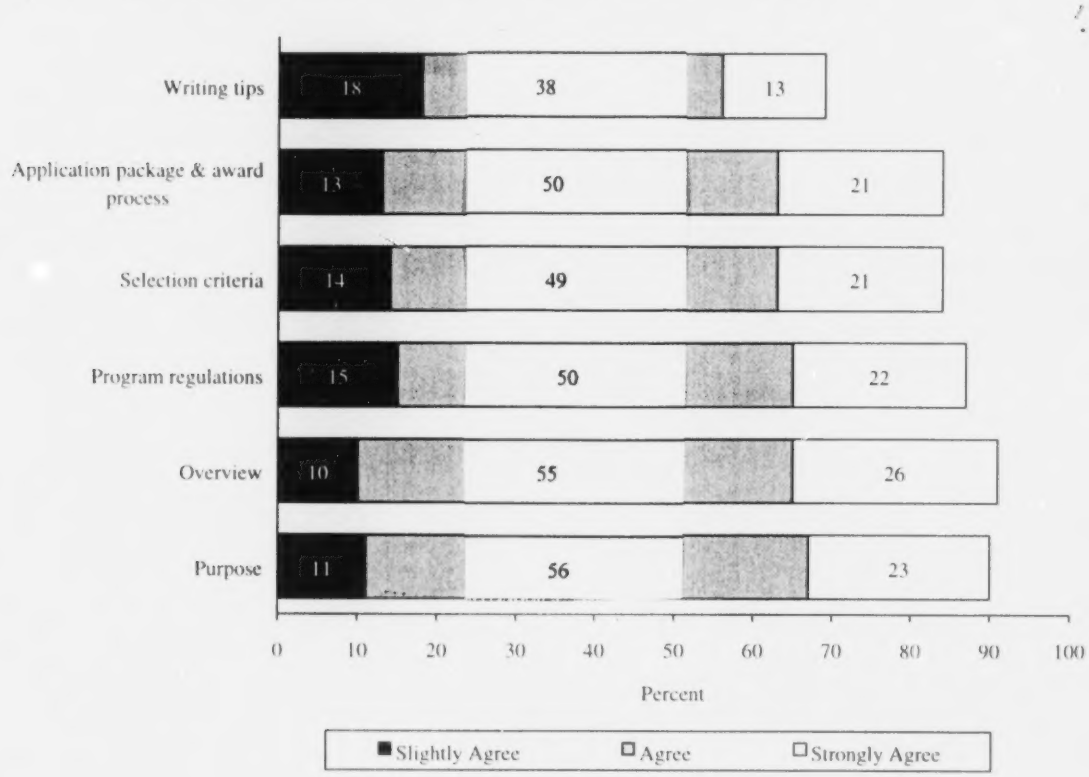
Figure 5. Evaluation of information covered in pre-application workshops, by funding status



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Workshops Topics. Applicants were generally pleased with the information covered in the pre-application workshops. Satisfaction ranged from 69 percent to 91 percent reporting being satisfied (Figure 6). Applicants expressed the lowest level of satisfaction with writing tips provided during the workshop, though 69 percent of them reported that the session was helpful.

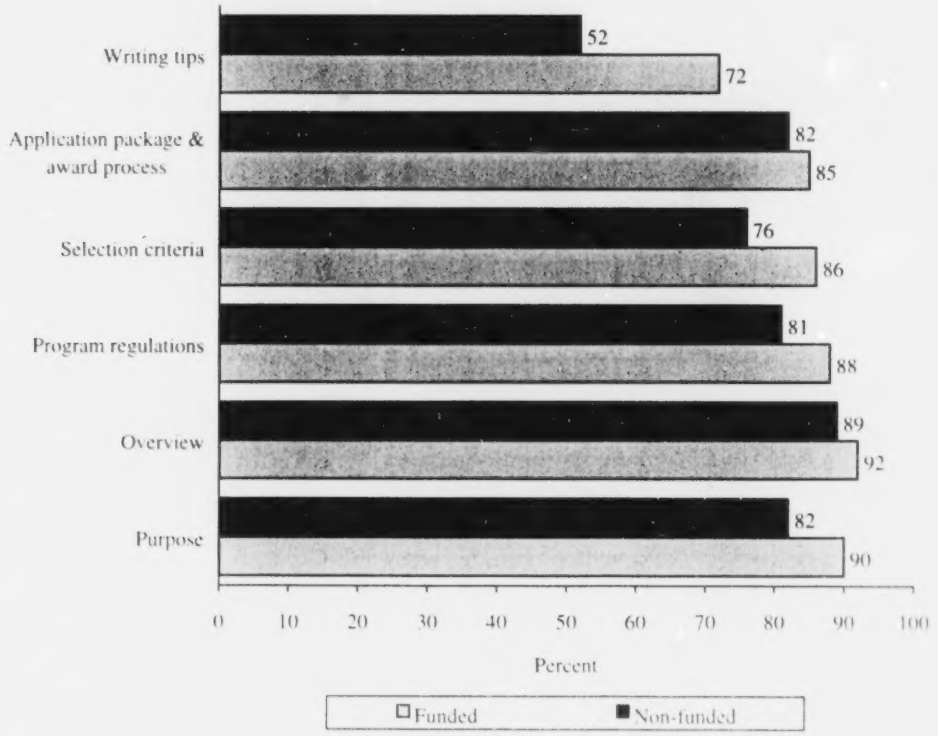
Figure 6. Evaluation of information covered in pre-application workshops



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Funded vs. Non-funded. Funded and non-funded applicants differed in their level of satisfaction with the information covered in the pre-application training sessions. The greatest difference in levels of satisfaction was on the topic of writing tips. (See Figure 7.) While 72 percent of the grantees were satisfied with the writing tips provided, only 52 percent of the non-funded applicants were satisfied.

Figure 7. Evaluation of pre-application workshop, by funding status



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

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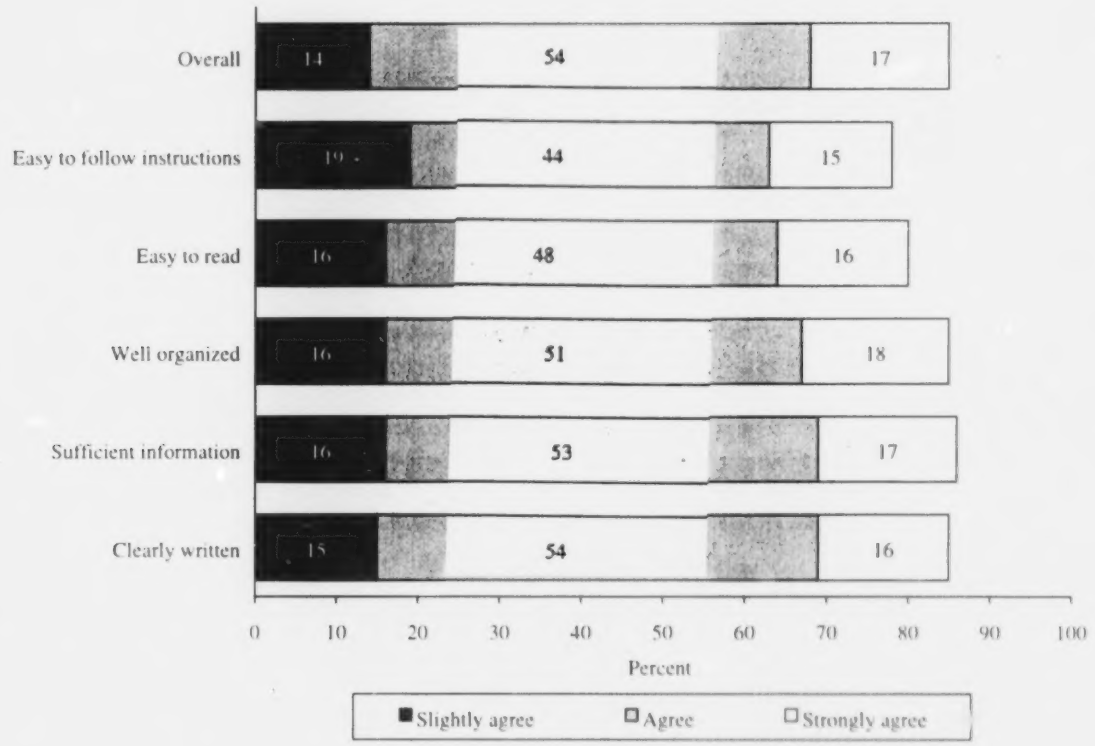
Application Materials. Eighty-five percent of the applicants were satisfied with the grant application package materials. Only slight differences were noted with the various aspects of the package. (See Figure 8.) Applicants were least satisfied with the flow of the instructions; only 78 percent of the applicants said the instructions were easy to follow. Slightly more (80 percent) felt the instructions were easy to read.

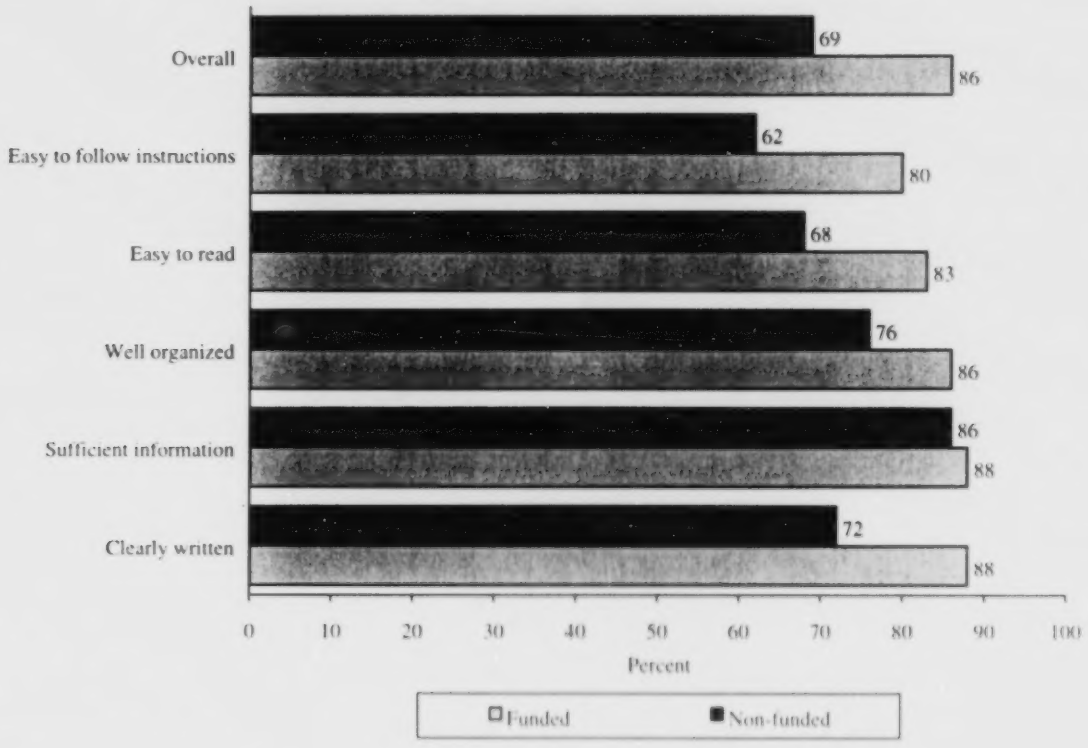
Figure 8. Evaluation of grant application package



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Funded vs. Non-funded. Funded and non-funded applicants differed considerably in their evaluation of the application materials. (See Figure 9.) Overall, 86 percent of those applicants who were subsequently funded were satisfied with the application materials compared to only 69 percent of those who did not receive funding. Non-funded applicants were less satisfied than funded applicants with the flow (62 percent versus 80 percent), clarity (72 percent versus 88 percent), and organization (76 percent versus 86 percent) of the instructions. In addition, 68 percent of the non-funded applicants found the application materials easy to read compared to 83 percent of those who were funded. Both groups expressed similar views regarding the adequacy of the information provided – 86 percent of non-funded and 88 percent of funded were satisfied.

Figure 9. Evaluation of grant materials, by funding status



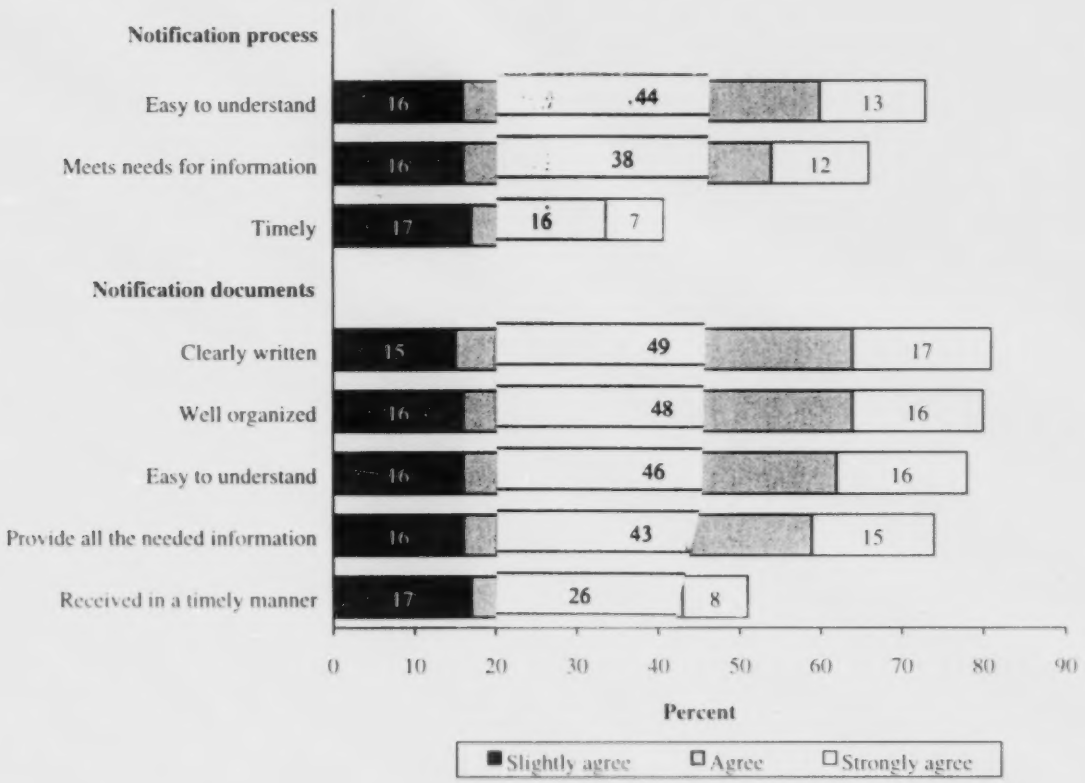
Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998

Award Notification. A panel of three non-federal experts reviews each application ED received. Each reviewer prepares a written evaluation of the application and assigns points for each

selection criterion. In addition, ED staff review the applicant's prior experience, if applicable, and assign prior experience points. These evaluations serve as the sole basis for preparing a rank order listing of the applications. Based on this rank order list and the funding available, awards are made. Only after the ED Office of Legislation and Congressional Affairs notifies the appropriate members of Congress regarding the awards are applicants notified. Unsuccessful applicants receive notification soon thereafter.

Applicants expressed the lowest level of satisfaction with the award notification process compared to the other areas of customer satisfaction. Overall, only 66 percent of the applicants were satisfied with the current process, and 25 percent were dissatisfied (Figure 1 on page 5). The remaining 9 percent did not express a feeling one way or the other.

Figure 10. Evaluation of award notification process and documents

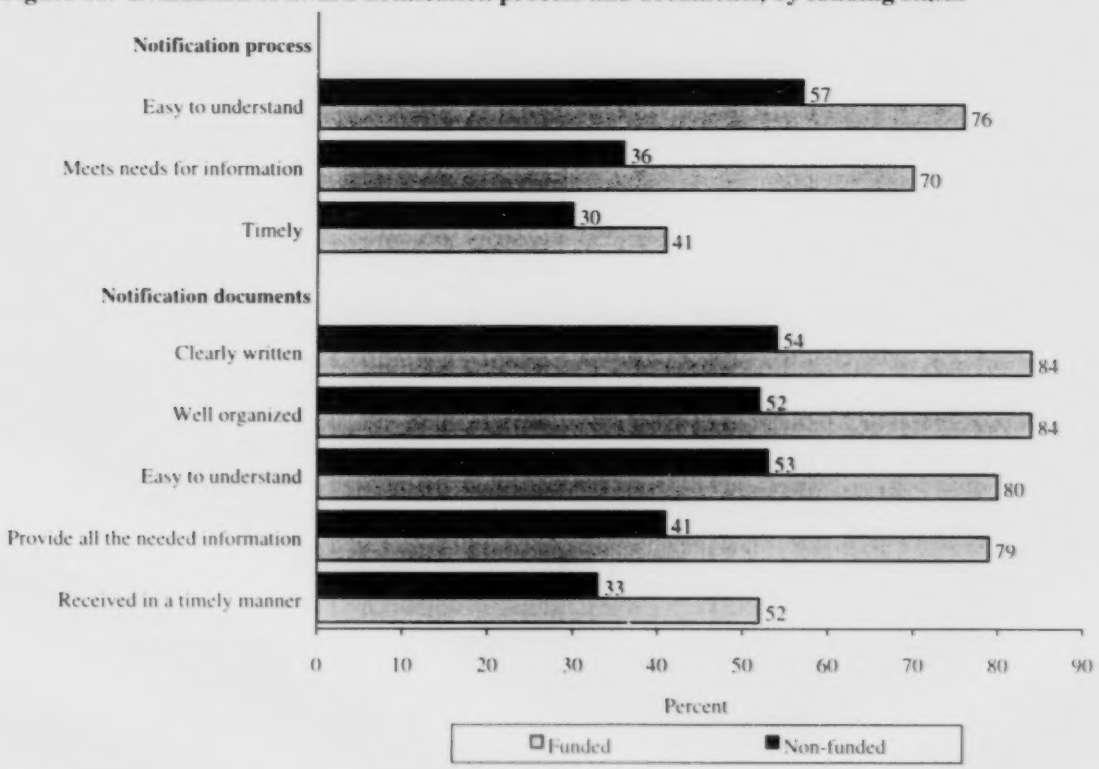


Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

While most applicants felt the notification process was easy to understand (73 percent) and that the documents were clearly written (81 percent), well organized (80 percent), and easy to understand (78 percent), they did not feel the process was timely. (See Figure 10.) Only 40 percent of the applicants were satisfied with the timeliness of the process. In the same vein, slightly over half (51 percent) felt that they received the notification documents in a timely manner. In general, applicants were satisfied with the clarity, organization, and content of the notification documents. Satisfaction levels ranged from 74 percent for breadth of information provided to 81 percent for clarity of notification materials.

Funded vs. Non-funded. Funded and non-funded applicants differed considerably in their evaluation of the award notification process and documents. Funded applicants (i.e., grantees) were consistently more satisfied than those who were not funded. (See Figure 11.) Differences in levels of satisfaction between the two groups ranged from 11 percentage points for timeliness to 38 percentage points for comprehensiveness of notification documents.

Figure 11. Evaluation of award notification process and documents, by funding status



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

The following sections on technical assistance, training, reporting, and communications refer only to funded applicants or grantees.

Technical Assistance. Technical assistance refers to grantees' continuing contact with ED and services provided once grants have been awarded. Thus, only successful applicants were asked about their experience with ED staff.

Overall, 82 percent of the grantees were satisfied with the technical assistance provided by ED staff. Three-quarters (77 percent) of the grantees reported having contact with ED staff to discuss the terms and conditions of the grant award. A slightly higher percentage (82 percent) reported contacting the program office for technical assistance regarding their grant. The median number of contacts with the program office during the month preceding the survey was one; during the preceding six months was two; and during the preceding year was four. The number of contacts over the last year ranged from zero to 52. Three percent of the grantees reported having no contact with the program office during the 12 months preceding the survey.

Training Sessions. Grantees attended a variety of training sessions. The most heavily attended sessions were the legislative and regulatory requirements (65 percent) and general project management for new directors (55 percent). Forty-six percent of the grantees attended sessions on student financial aid and performance reporting. Fewer (25 percent) attended sessions on designing and operating model TRIO programs.

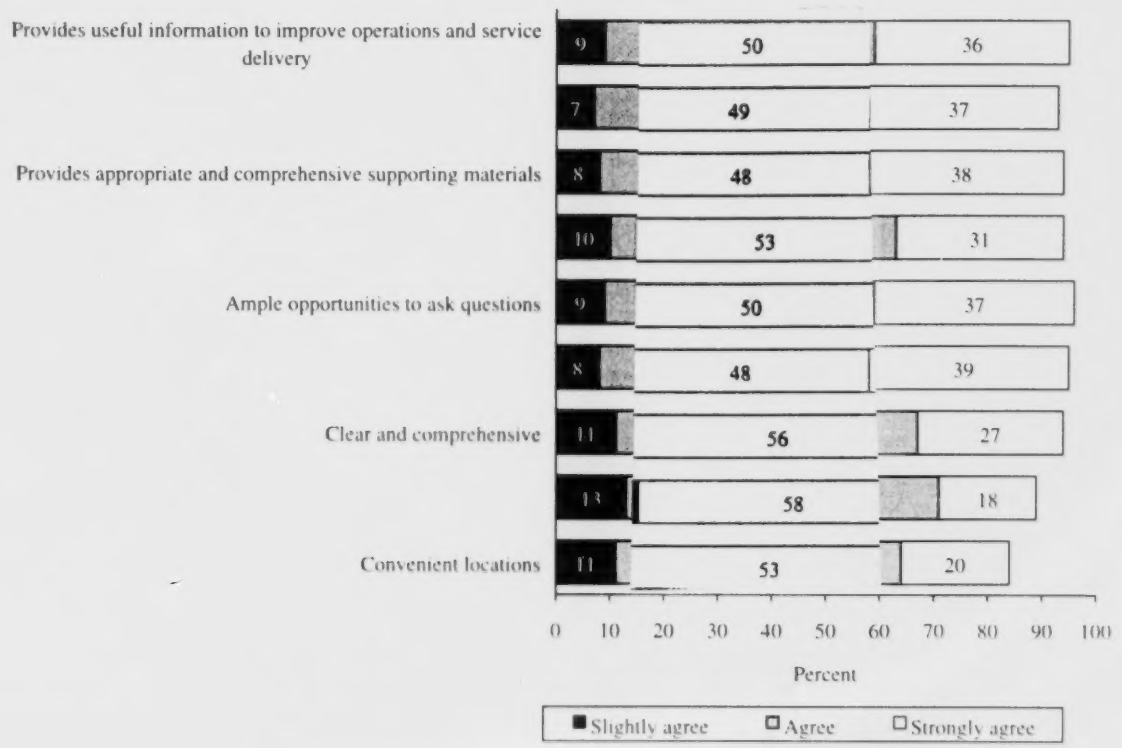
Table 1. Percent of applicants attending various training sessions offered

Training Sessions	Percent Who Attended
Student Financial Aid	46
General Project Management for New Directors	55
Legislative and Regulatory Requirements for the Operation of the Federal TRIO Programs	65
The Design and Operation of Model Programs for Projects Funded under the Federal TRIO Programs	25
Retention and Graduation Strategies	40
Counseling	34
Reporting Student and Project Performance	46
Other	26

Roughly one-quarter (26 percent) of the grantees reported attending other training sessions. The most commonly reported sessions were on assessment (20 percent), disability issues (17 percent), evaluation (17 percent), and technology training (12 percent).

Of all the customer service areas, training received the highest level of satisfaction; 96 percent of the grantees were satisfied with the training sessions conducted by TRIO training grantees. Eighty-four percent of the grantees reported attending one of the training sessions conducted by one of the TRIO training grants during the past two years. Of these, 96 percent were satisfied with the training they received.

Figure 12. Evaluation of training sessions



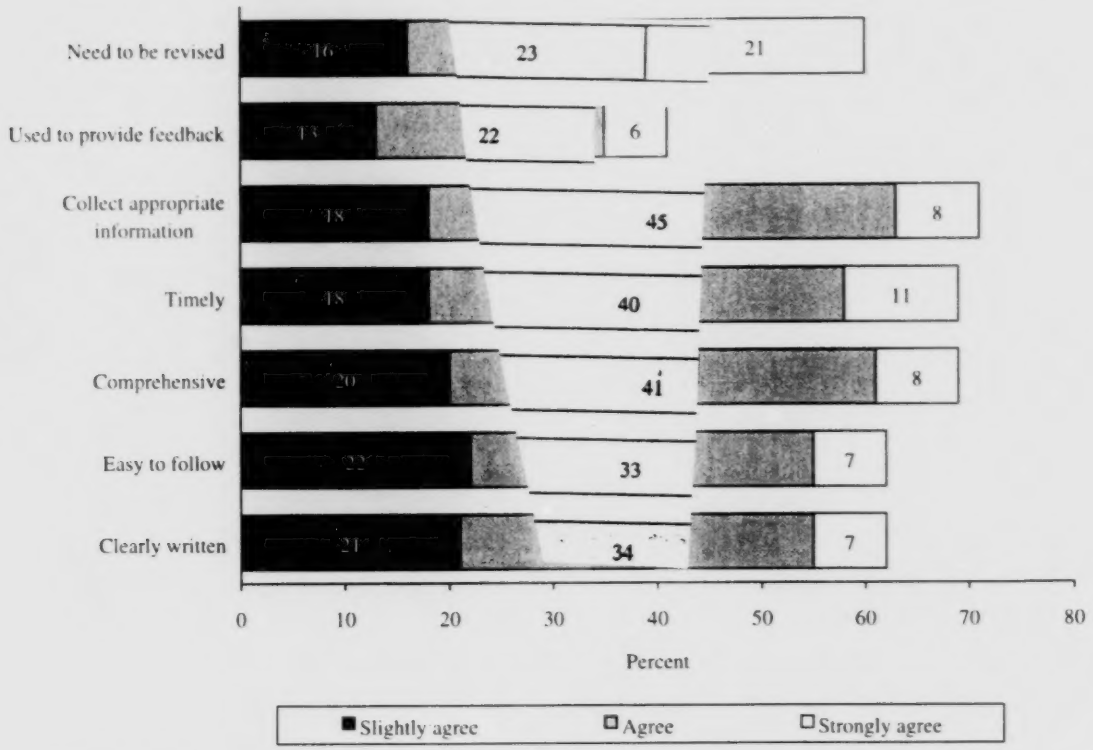
Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Grantees consistently rated all aspects of the training sessions highly. (See Figure 12.) Levels of satisfaction ranged from 84 to 96 percent satisfied. The lowest level of satisfaction (84 percent) was regarding the locations of the training sessions; not all grantees felt the locations were convenient. Ninety-six percent of grantees were satisfied with regard to the amount of time available to ask questions. High levels of satisfaction were also expressed regarding the quality of responses to questions (94 percent) and the appropriateness and comprehensiveness of supporting materials provided (94 percent). Nearly all respondents (95 percent) also felt the sessions provided useful information to improve operations and service delivery.

Grant Performance Reporting. As a condition of a TRIO program grant, grantees are required to submit annual performance reports. These reports assess the project's performance based on outcome measures and are a required part of receiving continued funding.

Nearly all grantees (95 percent) have completed at least one required performance report since receiving their grant. (See Figure 13.) Respondents most often agreed (71 percent) with the view that the reports collected appropriate information to evaluate grant performance and least often (41 percent) with the view that the Department of Education used the information in the reports to give further feedback to grantees. However, 60 percent of the grantees felt that the performance reporting requirements need to be revised.

Figure 13. Evaluation of grant-reporting requirements



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Communications and Monitoring. Nearly all grantees (96 percent) communicated with ED staff through phone calls. Eighty-five percent have had communications via letters and 62 percent via fax machine. Slightly more than one-third (36 percent) communicated by electronic mail.

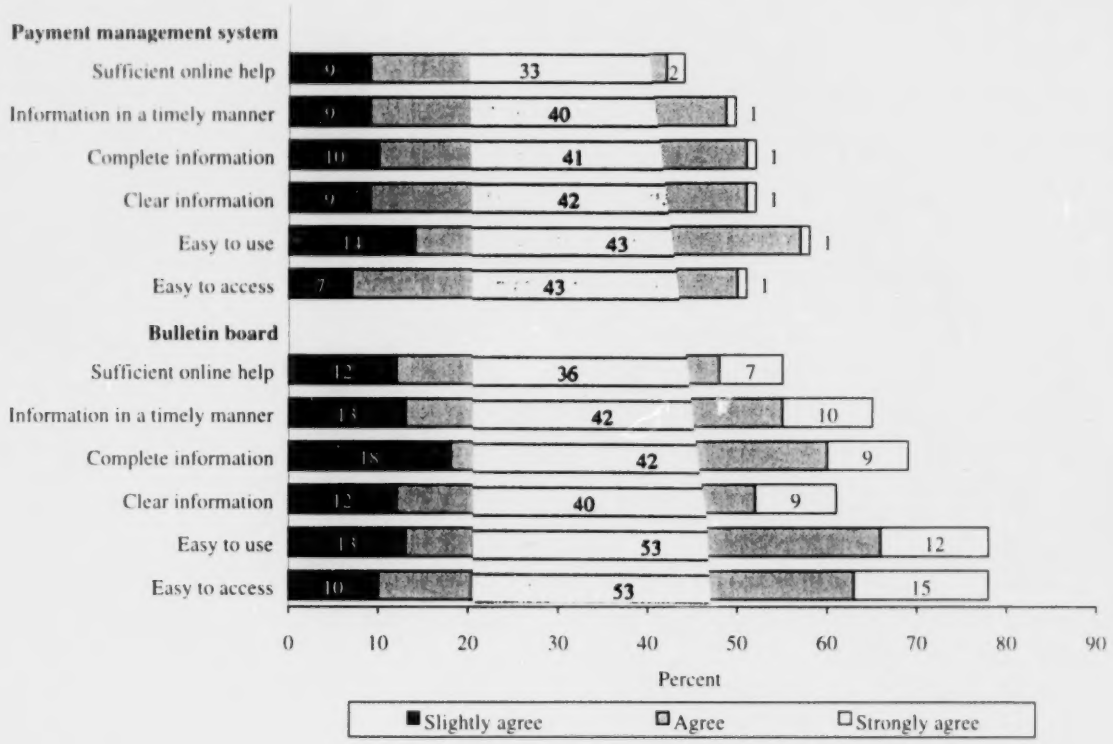
Table 2. Percent using various means of communication

Means of communication	Percent
Telephone	96
Letters	85
E-mail	36
Facsimile (fax)	62
Face-to-face at professional meetings	66
Site visits by ED staff	33

Two-thirds (66 percent) had the opportunity to communicate with ED staff at professional meetings and 33 percent have had on-site visits by ED staff.

In general, grantees were not as satisfied with ED's electronic bulletin board system as they were with the payment management system. (See Figure 14.) Only 58 percent of the grantees felt the bulletin board was easy to use, and fewer (44 percent) felt there was sufficient online help. By comparison, 78 percent felt the payment management system was easy to use and access, and 55 percent felt there was sufficient online help on this system.

Figure 14. Evaluation of ED's electronic bulletin board system and payment management system



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

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IV. Experience with Outside Organizations

A majority of respondents (77 percent) received information from organizations other than ED regarding the federal TRIO programs. Of those who received information, 94 percent found this information helpful. Only 14 percent felt this information conflicted with information provided by ED.

Eighty percent of those who received information attended workshops provided by these organizations. Ninety-five percent of those who attended were satisfied with the workshops. Only 16 percent reported that the information provided in the workshops conflicted with information provided by ED.

Information from Outside Organizations and Satisfaction with TRIO. Overall satisfaction with TRIO was high and was not significantly affected by whether respondents obtained information from outside organizations or whether they found that information helpful. There was a significant difference, however, between those who felt that information conflicted with information from ED and those who did not. Respondents who saw no conflict between information provided by outside organizations and ED more often reported satisfaction with TRIO than did respondents who reported a conflict (86 percent versus 64 percent, respectively).

Workshops Sponsored by Outside Organizations and Satisfaction with TRIO. Grantees attending outside workshops had slightly lower overall satisfaction with TRIO (91 percent of those who did not participate in outside workshops reported satisfaction with TRIO, while only 80 percent of those who did participate were satisfied with TRIO overall). Those who were pleased with the workshops more often reported satisfaction with TRIO; 80 percent of respondents who were satisfied with the workshops were also satisfied with TRIO. Those who saw no conflict between information from these workshops and that of ED more often reported satisfaction with TRIO. Eighty-five percent of those who saw no conflict reported satisfaction with TRIO, while only 59 percent of those who noted conflict were satisfied with TRIO.

V. First-time Applicants

The responses of those that had never before applied for a TRIO grant (first-time applicants) mirrored those of ones who had applied before (repeat applicants) in many ways, but the two sets of respondents also differed in some significant areas. First-time applicants seemed to be generally less aware of the assistance ED has to offer and were less satisfied with the interaction they had with ED officials. Although first-time applicants found workshops more helpful, they felt overwhelmed with paperwork and performance reports. Finally, first-time applicants reported higher levels of dissatisfaction with ED's Payment Management System.

Reduced Awareness of Resources. First-time applicants were less aware of the resources ED provided for TRIO applicants and, therefore, were less likely to use those resources than respondents that had previously applied for a TRIO grant. For instance, first-time applicants learned about TRIO programs through fewer channels that repeat applicants. Only 32 percent of first-time applicants learned of TRIO through the *Federal Register;* while 50 percent of repeat applicants used this source. Similarly, fewer first-time applicants learned about TRIO through ED publications (26 percent of first-time applicants versus 37 percent of repeat applicants).

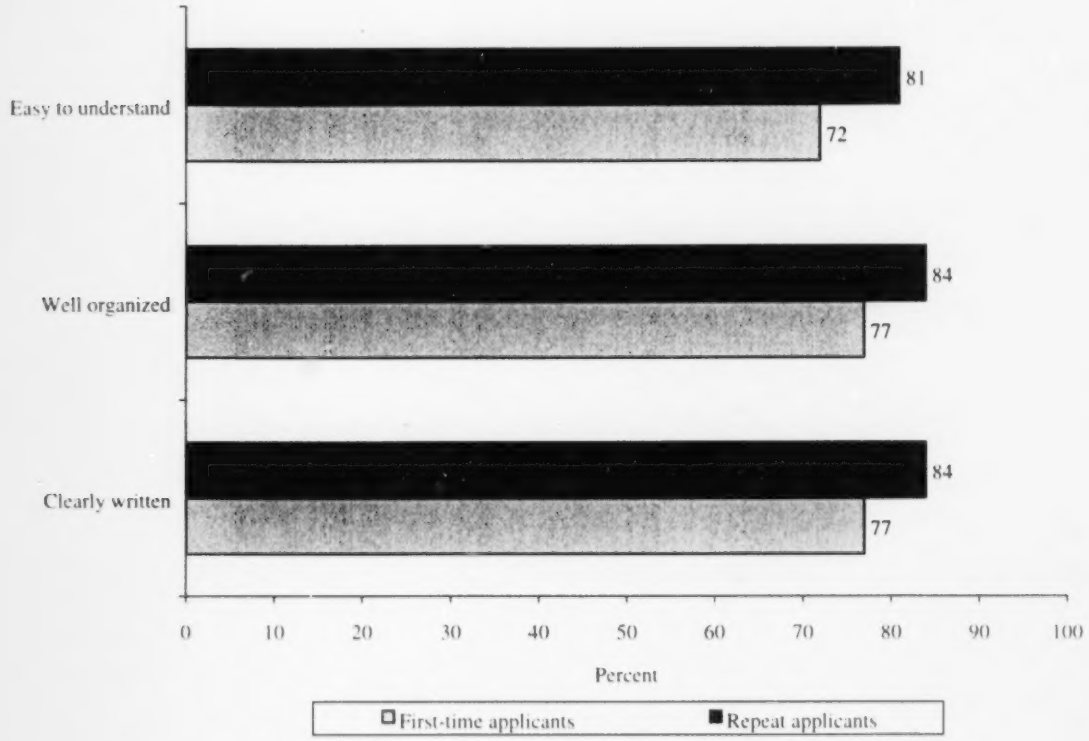
While 82 percent of first-time applicants reported awareness of ED's technical assistance workshops, the figure was 94 percent for repeat applicants. In addition, only 67 percent of first-time applicants attended workshops by other sponsors, while 83 percent of repeat applicants used that opportunity.

As a result, a higher percentage of first-time applicants felt uninformed about TRIO (11 percent for first-time applicants and only 4 percent of repeat applicants).

Less Satisfaction with ED. First-time applicants found their interaction with ED to be less satisfying, on several levels, than repeat applicants. For example, a smaller percentage of first-time applicants felt the award notification was clearly written, well organized, or easy to understand (Figure 15). In addition, a smaller percentage was contacted by ED (70 percent of first-time applicants versus 80 percent of repeat applicants). Similarly, only 54 percent of first-time applicants reported face-to-face meetings with ED staff at professional meetings after the initiation of their project, while 69 percent of repeat applicants had such meetings. Likewise, fewer first-time applicants have had site visits from ED staff since the initiation of the project (20 percent and 36 percent, respectively). A smaller proportion of

first-time applicants labeled their non-problem-solving contact with ED staff as positive (8 percent of first-time applicants versus 36 percent of repeat applicants).

Figure 15. Percent agreeing with statements about award notification, by applicant status

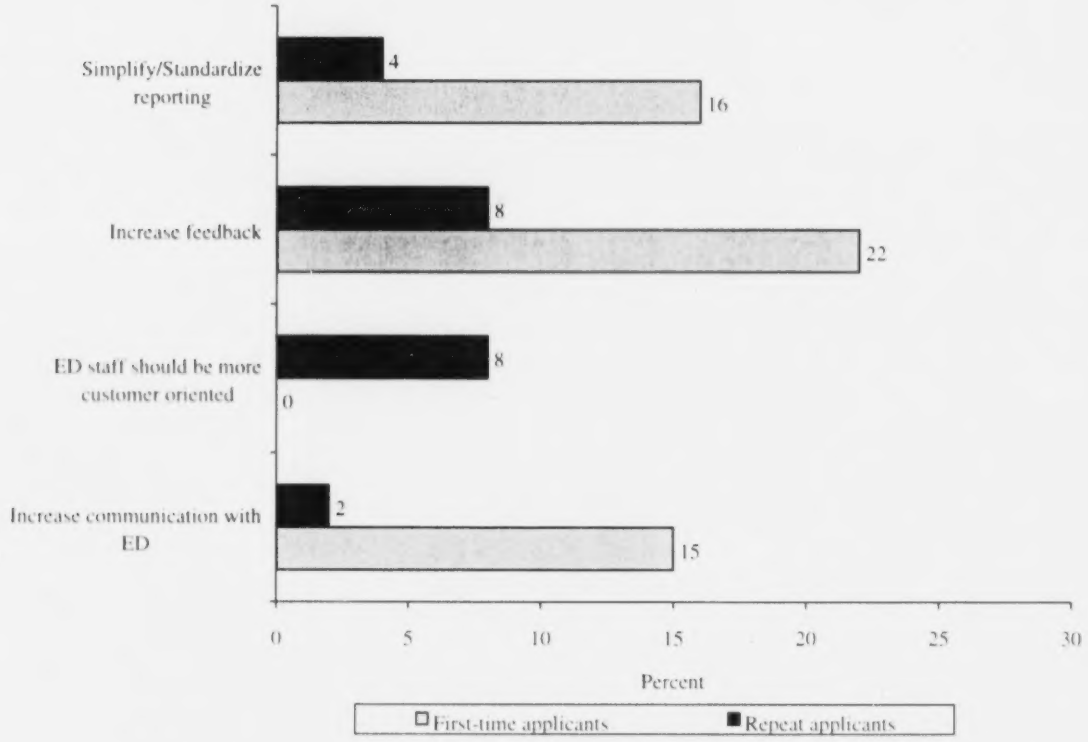


Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

On the other hand, first-time applicants did seem to receive more assistance from ED. A greater percentage of first-time applicants received help with the program requirements (64 percent of first-time applicants versus 53 percent of repeat applicants). Also, 54 percent of first-time applicants received help with budget information, compared with only 42 percent of repeat applicants. Similarly, 12 percent of first-time applicants received assistance on staffing information, while less than 1 percent of repeat applicants received such help. More than 23 percent of first-time applicants found networking a positive outcome of sessions, while only 6 percent of repeat applicants reported the same.

Management Improvement Suggestions. Repeat and first-time applicants provided different suggestions to improve the management of the TRIO program. Fourteen percent of first-time applicants called for increased communication with ED, while less than 2 percent of repeat applicants noted a need for increased communication. While 8 percent of repeat applicants wished ED staff were more customer oriented, no first-time applicants called for such a change. A greater percentage, however, did feel the need for greater feedback (22 percent of first-time applicants versus 8 percent of repeat applicants). Finally, 16 percent of first-time applicants felt the need to simplify or standardize reporting, while only about 4 percent of repeat applicants cited this change (Figure 16).

Figure 16. Management improvement suggestions, by applicant status



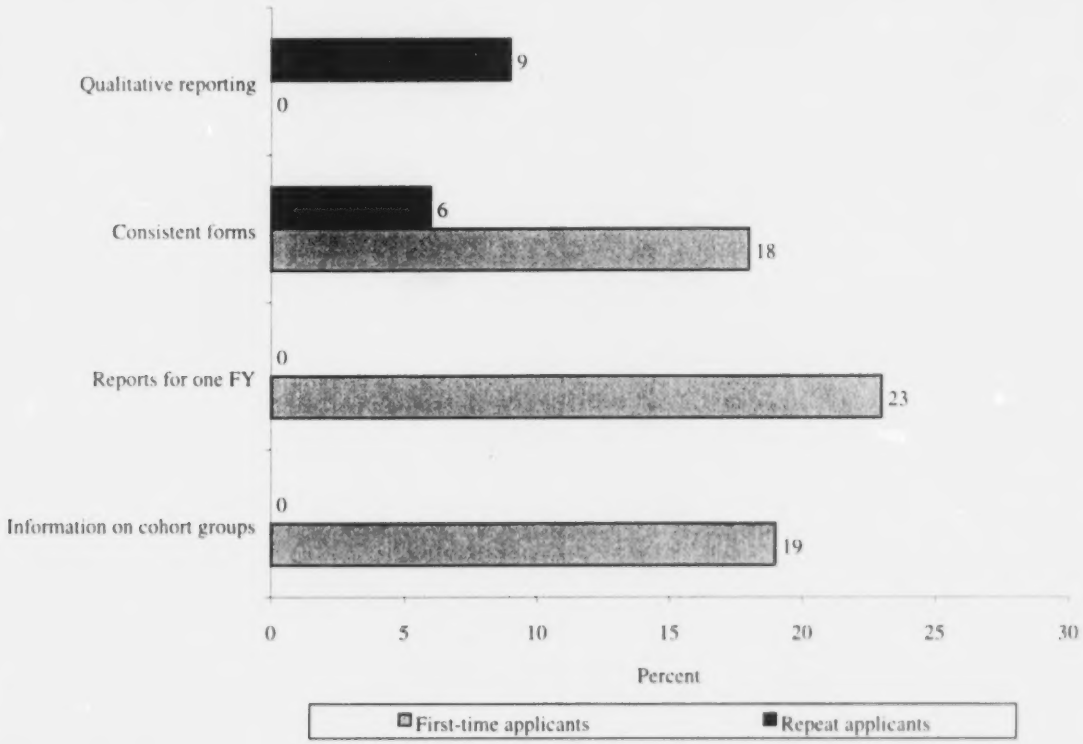
Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Popularity and Usefulness of Training Sessions. Only 64 percent of program directors for new programs attended workshops, compared to 81 percent of directors of existing programs. But workshop attendees from new programs more often felt the information from the workshops was "very helpful" (93 percent to 86 percent). In addition, more directors of new programs attended new director training sessions for project managers (79 percent to 48 percent), which would be expected. Surprisingly, all first-time applicants requested follow-up workshops, while no repeat applicants did so.

Performance Reports and Requirements. While almost all applicants completed performance reports, a smaller percentage of first-time applicants did than repeat applicants (86 percent and 97 percent, respectively). (This may be attributable to the timing of the survey). Further, a smaller percentage of first-time applicants felt reporting requirements were used to provide feedback to grantees about performance (29 percent of first-time applicants versus 44 percent of repeat applicants). (This again may be attributable to the fact that fewer first-time applicants had filed performance reports when surveyed.)

The two different groups of applicants also gave markedly differing suggestions to improve performance requirements. Specifically, a greater percentage of first-time applicants asked for additional information on determining cohort groups, reports to be made for one fiscal year (rather than six months of two different fiscal years), and consistency among forms year after year. Conversely, fewer first-time applicants called for qualitative reporting (see Figure 17).

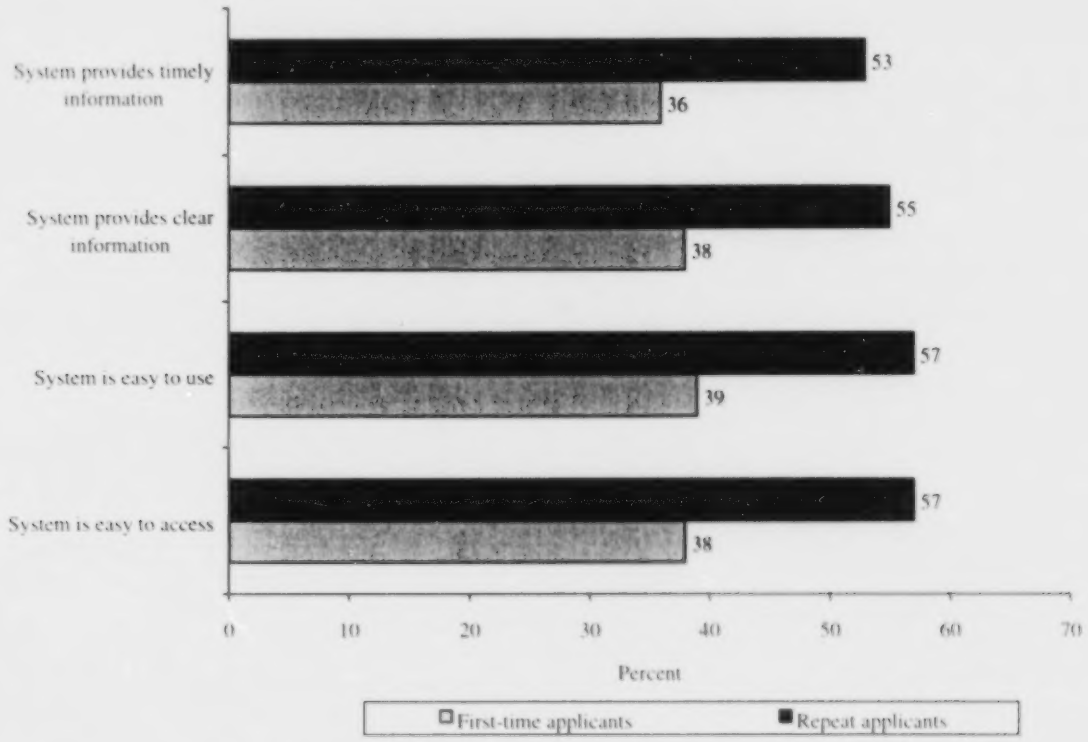
Figure 17. Suggestions for improving performance reporting, by applicant status



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Satisfaction with Payment Management System. A smaller percentage of first-time applicants felt the system was easy to access, easy to use, provides clear information, and provides information in a timely manner (Figure 18).

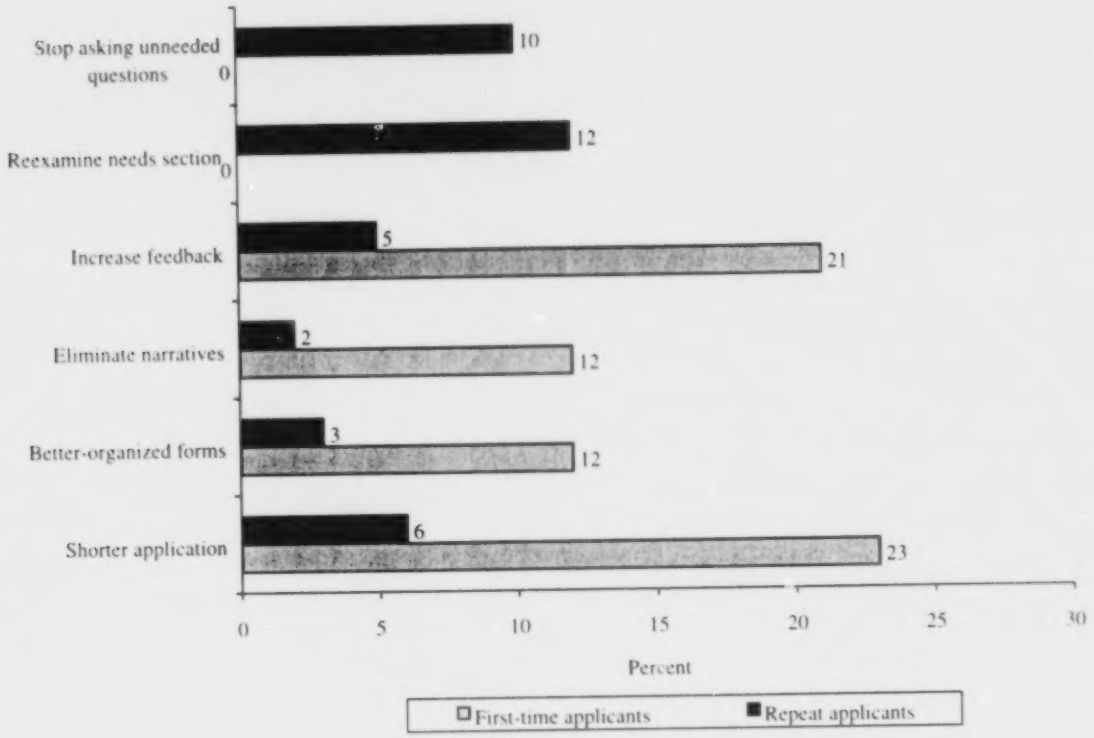
Figure 18. Evaluation of payment management system, by applicant status



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Paperwork Recommendations. Not surprisingly, first-time applicants and repeat applicants differ in their suggestions for reducing TRIO's paperwork burden. More first-time applicants called for a shorter application, better-organized forms, elimination of narratives, and more communication from ED staffers. Repeat applicants, however, more often urged ED to reexamine the needs section and to stop asking for unneeded information (see Figure 19).

Figure 19. Paperwork recommendations, by applicant status



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

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VI. Suggested Improvements

Suggestions for improving the TRIO programs were solicited from grantees. In addition to overall suggestions for improving the administration and management of the TRIO programs, grantees provided suggestions for improving the pre-application workshops, technical assistance workshops, and performance reporting and reducing the paperwork burden. (Non-funded applicants were only asked for suggestions for improving the pre-application workshops because they were not involved in the other aspects of the program.)

Of those who provided comments, the most common suggestions focused on improving communications (63 percent). Other suggestions centered on reducing staffing burden (28 percent), improving training of staff and grantees (23 percent), reducing application and reporting requirements (13 percent), increasing funding (9 percent), computerizing processes (5 percent), and various other suggestions (11 percent).[8,9]

Improving pre-application workshops. Both grantees and applicants were asked to provide suggestions for improving the pre-application, technical assistance workshops. Slightly more than half (51 percent) of those surveyed offered suggestions for improving these workshops. The most prevalent suggestion centered on the quality of the presenters and presentations. Thirty-nine percent felt these could be improved either through the use of more knowledgeable presenters, more time for presentations, better visual aids, or more detailed presentations. One-quarter (25 percent) suggested changes to the organization of the workshops, including separating new applicants from re-applicants, breaking out into small groups, and one-on-one contact. Other suggestions included: having more and longer workshops (14 percent), altering the content (14 percent), changing the location of workshops (5 percent), and providing feedback to participants (4 percent). An additional 15 percent provided responses that were too varied to summarize.

Improving workshops. Less than one-third (31 percent) of the grantees offered suggestions for improving the technical assistance and training workshops held each year. Thirty percent offered suggestions for improving the content of the workshops. Suggestions ranged from providing examples of model programs and allowing audience participation to providing training targeted for new grantees.

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[8] Fifty-two percent of the respondents provided suggestions for improving the TRIO programs.

[9] Totals may add to more than 100 percent because respondents could give up to three suggestions for each question that solicited suggestions for improving the program.

Twenty-one percent of the grantees felt the quality of the speakers and presentations could be improved, and 19 percent felt the organization of the sessions should be altered. Grantees suggested offering small group sessions, providing time for networking among grantees, and scheduling breaks between sessions. Eighteen percent of the grantees suggested changes in the timing of the workshops, including conducting sessions during the week, during the summer, and lengthening training. An additional 14 percent suggested changes in the location of the workshops some noting the cost of the location as an important consideration. Twenty-four percent also provided other suggestions, which were too varied to summarize.

Improving performance reporting. Forty-five percent of the grantees provided suggestions for improving the performance reports. Thirty-five percent of those providing suggestions felt that the forms and directions needed to be simplified and clarified. An additional 20 percent felt the forms and directions needed to be made consistent and accurate.

Thirty percent of the grantees felt the reporting requirements should be changed. Suggestions included only requiring one report per year, using a standard reporting format, eliminating repetition within the report, emphasizing continuous evaluation, and adding space to discuss unanticipated developments. Other suggestions included providing feedback to grantees (T3 percent), adjusting the timing of the reports (8 percent), and providing a means for submitting reports electronically (7 percent). Twenty-two percent of the grantees also provided various other suggestions that were too widely disbursed and ambiguous to summarize.

Reducing paperwork burden. Only 41 percent of the grantees provided suggestions for reducing the paperwork burden. Of those who offered suggestions, the suggestions focused on revisions to the application form (57 percent). Other areas where grantees felt paperwork burden could be reduced were: through computerization (31 percent); differentiation in the application process for re-applicants (14 percent); reporting requirements (11 percent); application process (7 percent); and other means (5 percent).

Appendix A.

Detailed Tables

All tables in this appendix, except Table A2, provide weighted percents for various groups of respondents. Weights for grantees were determined by taking the inverse of the probability of selection. Weights were not applied to non-funded Student Support Services (SSS) group because all non-funded applicants were selected. (See Appendix D for study methodology and response rates by program.)

Table A1 presents the overall satisfaction of all respondents dissaggregated by their response to each of the questionnaire items. From the table, one can determine whether respondents who gave a particular answer to an item differed in terms of their overall satisfaction with the TRIO program. For example, among those who had trouble obtaining an application package, only 12 percent were very satisfied with the program; conversely, among respondents who indicated they had no trouble obtaining an application package, 27 percent reported being very satisfied with the TRIO program. In addition, Table A1 also displays the percentage of respondents who answered each question item. Under the "All' column it can be seen that 90 percent of the respondents had no trouble obtaining an application package, 5 percent did, and 3 percent did not remember.

Table A2 shows the median number of contacts with the program office by the overall level of satisfaction with the TRIO program. Table A3 displays the percentage of respondents who answered each question item disaggregated by TRIO team.[1] Table A4 provides the percentage of respondents agreeing or disagreeing with each of the satisfaction questions disaggregated by TRIO team. Table A5 is similar to Table A3 except that it presents responses to each of the questions by specific program rather than just by team. In Table A6, the percentage of respondents indicating a positive level of satisfaction with each of the satisfaction-related questions is presented disaggregated by individual TRIO program.

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[1] Team 1 consists of Student Support Services (SSS) and Ronald E. McNair programs. Team 2 consists of Educational Opportunity Centers (EOC), Talent Search (TS), Upward Bound (UB), and Upward Bound Math/Science (UBMS) programs.

Table A1. Weighted percent of grantee responses by overall level of satisfaction: Program Year (PY) 1997-98

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
Learned about the Higher Education Federal TRIO Programs through the following sources:						
Catalog of Federal Domestic Assistance	37	38	15	7	3	6
Federal Registered Mail	28	46	12	7	7	46
U.S. Department of Education Guide to Programs	35	43	11	5	5	22
Federal Regulations	33	41	12	6	7	23
ED Board (computer bulletin board)	61	34	5	0	0	3
U.S. Department of Education World Wide Web page on the Internet	37	34	16	3	7	10
National Grants Management Association	69	15	0	9	7	2
The Foundation Center	9	65	16	0	0	2
U.S. Department of Education publications	33	44	9	7	7	34
Contacts within your institution	24	44	16	5	9	53
Contacts at other institutions/organizations	25	45	13	7	8	36
Other (specify)	28	38	16	8	10	17
Don't know/remember	20	45	24	8	3	4
Requested a copy of the application package by:						
Mail-in request	27	44	16	6	7	23
Telephone request	29	47	14	4	5	33
Fax	47	32	7	0	14	2
E-mail, or	14	73	12	0	0	2
Other (specify)	21	37	19	8	12	34
Had trouble obtaining a copy of the application package:						
Yes	12	39	33	6	10	91
No	27	42	15	6	8	3
Don't know/remember	6	47	16	20	11	3
Resolved this problem by:						
Continued to call	11	41	30	0	67	40
Called program officer	0	28	72	0	0	10
Obtained copy at NCEOA conference	0	0	54	46	0	6
Obtained a copy from an outside source	55	0	0	0	33	5
Waited	0	100	0	0	0	5
Resources at other institutions	0	0	58	42	0	4
Other	0	54	46	0	0	21
Not ascertained	30	70	0	0	0	

Table A1. Continued.

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
Received the application package in an adequate amount of time prior to the application closing date (i.e., the due date):						
Yes	27	43	15	5	8	84
No	13	30	28	11	18	9
Don't know/remember	17	51	13	11	8	4
Not ascertained						3
Prior to completing application, aware that the U.S. Department of Education was conducting pre-application, technical assistance workshops:						
Yes	26	43	16	6	9	89
No	26	40	17	10	8	7
Don't know/remember	9	50	13	28	0	2
Not ascertained						2
You or anyone of your staff attended a Department of Education pre-application, technical assistance workshop:						
Yes	28	42	16	5	9	79
No	21	45	15	7	9	19
Don't know/remember	8	48	13	15	8	2
The pre-application, technical assistance workshop(s) conducted by Department of Education staff:						
Was/were offered at convenient locations	29	43	16	4	7	86
Was/were offered at appropriate times	29	43	16	4	7	89
Was/were clear and comprehensive	32	46	13	4	4	81
Provided information that was very helpful	31	45	14	3	5	88
Provided ample opportunities to ask questions	31	45	14	4	6	86
Adequately responded to questions	32	45	14	4	4	82
Provided appropriate and comprehensive supporting materials	31	44	15	4	5	87
Had knowledgeable presenters	30	44	15	4	6	88
Provided technical assistance that was helpful in the development of our Proposal	33	44	15	4	4	82

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Table A1. Continued.

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
Answer the following question for each of the topics below regarding the pre-application, technical assistance workshop(s). Satisfied with the information covered in the session regarding:						
Purpose of Pre-application Workshops	29	43	15	4	7	96
Overview of Competition, Program Statute, and Closing Dates	29	42	16	5	7	94
Review of Program Regulations	31	44	15	4	6	90
Review of Selection Criteria	31	43	14	4	6	89
Review of Application Package and Grant Award process	31	44	15	4	6	87
Writing Tips	34	46	13	2	4	85
Topics or subjects to recommend deleting:						
None	35	43	14	2	5	91
Review of Program	28	25	0	22	25	1
Can't remember	27	12	27	16	0	1
Suggestions for improving the workshops:						
No suggestions	33	50	14	2	0	49
One-on-One contact	19	64	8	0	9	2
Separate applications for new applicants	7	48	23	8	15	4
Overall, pleased with the pre-application, technical assistance workshops conducted by the Department of Education.	31	46	15	3	4	86
The grant application package:						
Was clearly written	28	45	14	5	6	88
Provided sufficient information	28	44	15	5	6	88
Was well organized	29	44	16	4	6	86
Was easy to read	30	44	14	5	6	83
Contained instructions that were easy to follow	30	45	18	4	5	80
Overall, pleased with the application materials received.	29	45	15	5	5	86
The award notification process:						
Is easy to understand	31	45	13	5	5	76
Meets my needs for information	32	46	34	4	5	70
Is timely	39	46	8	2	3	41

Table A1. Continued.

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
The official grant award notification document and attachments:						
Are clearly written	30	45	14	16	65	84
Are well organized	29	44	14	6	5	84
Are easy to understand	30	45	14	5	5	80
Provide all the needed information	31	45	13	6	6	79
Were received in a timely manner	36	46	9	4	4	53
Overall, I was pleased with the award notification process.	34	48	9	4	4	69
Since received award, Department of Education staff has contacted to discuss the terms and conditions of the grant award (i.e., student service levels, project objectives, and budget revisions):						
Yes	28	44	14	5	8	78
No	13	36	25	12	13	18
Don't know/remember	28	35	15	15	7	3
Since receiving award, contacted the program office for technical assistance:						
Yes	27	42	16	6	8	82
No	19	45	17	10	9	16
Don't know/remember	35	30	17	17	0	1
Not ascertained						1
Program staff knowledgeable – The program staff person was able to answer your question(s):						
Yes	27	44	16	6	6	89
No	2	25	19	11	43	7
Don't know/remember	45	29	17	0	10	2
Not ascertained						3
Types of technical assistance received from the program office. Assistance with:						
Terms of grant	23	46	14	7	10	49
Program requirements	25	46	16	4	8	56
Promising practices	36	44	11	1	4	10
Reporting requirements	28	45	15	5	7	64
Other (specify)	30	33	19	7	9	22

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Table A1. Continued.

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
Any trouble contacting your program officer or another appropriate person in the program office:						
Yes	15	32	22	12	19	32
No	31	48	13	3	3	65
Don't know/remember	0	49	51	0	0	1
Not ascertained						2
The problems you have experienced in contacting your program officer:						
No comment	43	35	22	0	0	
No contact at all	15	27	22	13	23	
Too much time lapsed	13	39	20	10	18	
Difficult to contact	18	44	31	8	0	
Other	31	69	0	0	0	
Overall, pleased with the technical assistance received from the Department of Education staff.	30	48	14	4	32	73
In the last 2 years, have you or any of the project staff received training through one of the TRIO training grants funded by the Department of Education?						
Yes	26	43	15	6	8	84
No	20	43	20	7	9	14
Don't know/remember	22	0	25	52	0	1
Not ascertained						1
Type(s) of training session(s) you or your staff attended: (List other topics not included in the spaces provided.)						
Student Financial Aid	27	44	14	5	10	
General Project Management for New Directors	29	40	16	5	8	
Legislative and Regulatory Requirements for the Operation of the Federal TRIO Programs	27	43	14	7	8	
The Design and Operation of Model Programs for Projects Funded Under the Federal TRIO Programs	36	40	12	5	6	
Retention and Graduation Strategies	26	42	14	7	9	
Counseling	30	42	14	3	11	
Reporting Student and Project Performance	31	43	12	6	7	
Other topics (specify)	33	38	16	9	7	
Other topics (specify	33	39	18	5	3	
Other topics (specify)	20	66	15	0	0	

Table A1. Continued.

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
The training session(s) conducted by TRIO training grantees:						
Was/were offered at convenient locations	28	43	14	6	8	85
Was/were offered at appropriate times	28	42	14	6	8	90
Was/were clear and comprehensive	27	44	15	6	8	95
Provided information that was very helpful	27	43	15	6	8	96
Provided ample opportunities to ask questions	27	44	15	6	8	96
Adequately responded to questions	26	44	15	6	8	99
Provided appropriate and comprehensive supporting materials	27	44	15	6	8	96
Had knowledgeable presenters	27	43	15	5	8	98
Provided useful information to improve project operations and service delivery	27	43	16	6	8	97
Overall, pleased with the training session(s) conducted by TRIO training grantees.	27	43	16	6	8	96
Since receiving grant award, completed a required performance report:						
Yes	25	43	16	7	9	95
No	39	35	15	6	3	4
Not ascertained						1
The reporting requirements:						
Are clearly written	31	49	11	4	3	63
Are easy to follow	31	50	11	4	3	62
Are comprehensive	30	48	12	5	5	70
Are received in a timely manner	28	47	11	6	6	65
Collected appropriate information needed by the Department of Education to evaluate grantee performance	30	48	12	4	5	73
Are used to provide feedback to grantees about their performance	40	51	6	1	1	41
Need to be revised	19	41	19	8	12	62
Since initiation of project, the following types of communications had with staff at the U.S. Department of Education are:						
Phone calls to program staff	25	43	16	6	8	96
Letters	27	42	16	6	8	85
E-mail	28	41	16	7	8	36
Facsimile (Fax)	27	43	16	6	8	62
Face-to-face meetings at professional meetings	30	43	14	5	6	66
Site visits by ED staff to your institution	28	38	16	8	7	33

Table A1. Continued.

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
Institution successfully used the Department of Education World Wide Web site or electronic bulletin board:						
Yes	28	44	14	4	9	42
No	22	44	16	7	9	17
Don't know/have not used bulletin board	24	40	17	9	9	40
Not ascertained						1
ED Board, the Department of Education's bulletin board:						
Is easy to access	29	47	12	3	8	79
Provides complete information	33	49	9	2	5	69
Provides information in a timely manner	33	49	9	2	6	65
Offers sufficient on-line help	36	48	8	2	4	55
The Department of Education's Payment Management System:						
Is easy to access	26	47	13	5	7	50
Is easy to use	26	47	13	5	7	74
Provides clear information	29	47	11	5	6	51
Provides complete information	28	47	12	5	6	50
Provides information in a timely manner	28	49	11	5	6	50
Offers sufficient on-line help	27	51	12	3	5	42
To receive funds, methods used:						
Automated Clearing House/Electronic Funds Transfer	28	42	15	5	9	
FEEDER – Electronic Funds Transfer	25	54	9	6	5	
Evaluate the Electronic Funds Transfer used:						
Funds are available when needed	20	50	14	7	8	56
The current process meets all my needs	21	52	13	6	8	58
Some private organizations provide information regarding the Federal TRIO programs and other higher education programs. Received information from organization other than the U.S. Department of Education concerning the TRIO programs:						
Yes	25	43	15	7	10	76
No	29	42	18	5	4	19
Don't know/remember	27	44	16	13	0	3
Information helpful:						
Yes	24	43	15	7	10	94
No	44	24	13	5	14	3
Don't know/remember	17	40	33	0	0	2

Table A1. Continued.

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
This information conflicted or contradicted any information provided by the U.S. Department of Education:						
Yes	16	34	14	11	25	14
No	27	44	14	6	7	78
Don't know/remember	17	38	28	5	10	7
Not ascertained						1
Some private organizations also conduct pre-application workshops and provide other forms of technical assistance regarding the Federal TRIO programs to potential applicants and grantees. Participated in workshops sponsored by organization other than the U.S. Department of Education:						
Yes	25	40	15	7	11	79
No	25	51	15	5	4	20
Not ascertained						1
Overall, pleased with these workshops.	24	41	16	11	11	96
Any information or advice received at workshops conflict or contradict with any information provided by the U.S. Department of Education:						
Yes	14	33	12	14	27	16
No	28	41	15	7	7	77
Don't know/remember	13	45	25	0	18	6
Compared to earlier grant competitions, this solicitation was less burdensome.	27	44	14	7	7	51
First TRIO grant competition:						
Yes	22	46	17	7	7	22
No	27	41	16	6	9	76
Not ascertained						2
Overall, the TRIO program office has:						
Encouraged innovative programming	32	47	14	3	4	74
Provided reliable information about promising or effective practices	32	49	12	2	3	72
Evaluated program effectiveness	54	50	11	3	2	70
Provided feedback to grantees to improve their performance	38	50	8	2	1	56
Created effective communication networks among grantees	37	51	10	1	1	61
Linked TRIO with related efforts in higher education	36	49	11	2	1	58
Provided little guidance on the operation of our TRIO program	15	36	22	10	17	38

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Table A2. Mean number of contacts by overall level of satisfaction: PY1997-98

	Overall Experience					
	Strongly Agree	Agree	Slightly Agree	Neutral	Disagree	All
Estimate of the number of contacts you have made to the program office during the following time periods:						
Number of contacts in last month	25	43	15	6	11	
Number of contacts in last 6 months	22	33	18	11	16	
Number of contacts in last 12 months	30	14	18	14	25	

Table A3. Weighted percent of applicants by program team:[1] PY1997-98

	Program Team		
	Team 1	Team 2	All
Learned about the Higher Education Federal TRIO Programs through the following sources:			
Catalog of Federal Domestic Assistance	4	7	6
Federal Registered Mail	42	48	46
U.S. Department of Education Guide to Programs	21	24	22
Federal Regulations	24	22	23
ED Board (computer bulletin board)	2	2	2
U.S. Department of Education World Wide Web page on the Internet	10	10	10
National Grants Management Association	0	2	2
The Foundation Center	0	2	2
U.S. Department of Education publications	33	36	34
Contacts within your institution	53	54	54
Contacts at other institutions/organizations	38	35	36
Other (specify)	18	16	17
Requested a copy of the application package by:			
Mail-in request	30	22	24
Telephone request	24	40	34
Fax	2	2	2
E-mail, or	1	2	2
Other (specify)	42	32	36
Had trouble obtaining a copy of the application package:			
Yes	4	4	4
No	96	95	96
Resolved this problem by:			
Continued to call	50	40	44
Called program officer	9	12	11
Obtained copy at NCEOA conference	8	4	6
Obtained a copy from an outside source	16	0	6
Waited	8	4	6
Resources at other institutions	8	2	4
Other	0	35	23
Received the application package in an adequate amount of time			
Yes	94	88	90
No	5	12	9
Prior to completing application, aware that the U.S. Department of Education was conducting pre-application, technical assistance workshops:			
Yes	94	91	92
No	6	8	8
You or anyone of your staff attended a Department of Education pre-application, technical assistance workshop:			
Yes	79	81	80
No	20	18	20

[1] Team 1 consists of Student Support Services (SSS) and Ronald E. McNair programs. Team 2 consists of Educational Opportunity Centers (EOC), Talent Search (TS), Upward Bound (UB), and Upward Bound Math/Science (UBMS) programs.

Table A3. Continued.

	Program Team		
	Team 1	Team 2	All
Topics or subjects to recommend deleting:			
None	38	35	36
Review of Program	0	0	0
Can't remember	0	2	1
No comment given	53	57	56
Suggestions for improving the workshops:			
No suggestions	11	12	12
One-to-One contact	2	2	2
Separate applications for new applicants	2	3	2
No comment given	37	36	36
Since received award, Department of Education staff has contacted to discuss the terms and conditions of the grant award (i.e., student service levels, project objectives, and budget revisions):			
Yes	86	76	81
No	13	24	18
Since receiving award, contacted the program office for technical assistance:			
Yes	82	84	84
No	18	15	16
Program staff knowledgeable – The program staff person was able to answer your question(s):			
Yes	92	94	93
No	8	6	6
Types of technical assistance received from the program office. Assistance with:			
Terms of grant	58	42	50
Program requirements	60	56	58
Promising practices	11	10	10
Reporting requirements	64	66	65
Other (specify)	19	24	22
Any trouble contacting your program officer or another appropriate person in the program office:			
Yes	38	28	32
No	62	71	67
The problems you have experienced in contacting your program officer:			
No comment	2	3	2
No contact at all	54	50	52
Too much time lapsed	34	34	34
Difficult to contact	5	4	5
Other	4	4	4
In the last 2 years, have you or any of the project staff received training through one of the TRIO training grants funded by the Department of Education?			
Yes	86	84	85
No	13	16	14

Table A3. Continued.

	Program Team		
	Team 1	Team 2	All
Type(s) of training session(s) you or your staff attended: (List other topics not included in the spaces provided.)			
Student Financial Aid	30	52	45
General Project Management for New Directors	56	54	55
Legislative and Regulatory Requirements for the Operation of the Federal TRIO Programs	63	67	65
The Design and Operation of Model Programs for Projects Funded Under the Federal TRIO Programs	22	28	25
Retention and Graduation Strategies	52	30	40
Counseling	28	39	34
Reporting Student and Project Performance	44	48	46
Other topics (disability issues)	30	8	18
Other topics (assessments)	18	26	22
Other topics (grant writing)	12	0	5
Since receiving grant award, completed a required performance report:			
Yes	93	98	96
No	6	2	4
Since initiation of project, the following types of communications had with staff at the U.S. Department of Education are:			
Phone calls to program staff	96	97	97
Letters	86	86	86
E-mail	40	33	36
Facsimile (Fax)	61	64	62
Face-to-face meetings at professional meetings	60	70	66
Site visits by ED staff to your institution	30	35	33
Institution successfully used the Department of Education World Wide Web site or electronic bulletin board:			
Yes	64	76	70
No	35	23	28
To receive funds, methods used:			
Automated Clearing House/Electronic Funds Transfer	84	76	80
FEEDER – Electronic Funds Transfer	15	22	19
Some private organizations provide information regarding the Federal TRIO programs and other higher education programs. Received information from organization other than the U.S. Department of Education concerning the TRIO programs:			
Yes	81	76	80
No	15	22	20
Information helpful:			
Yes	96	97	96
No	4	2	3
This information conflicted or contradicted any information provided by the U.S. Department of Education:			
Yes	16	14	15
No	84	86	84

Table A3. Continued.

	Program Team		
	Team 1	Team 2	All
Some private organizations also conduct pre-application workshops and provide other forms of technical assistance regarding the Federal TRIO programs to potential applicants and grantees. Participated in workshops sponsored by organization other than the U.S. Department of Education:			
Yes	76	83	80
No	23	16	20
Any information or advice received at workshops conflict or contradict with any information provided by the U.S. Department of Education:			
Yes	19	16	17
No	80	84	82
First TRIO grant competition:			
Yes	26	20	22
No	74	80	77

Table A4. Weighted percent of selected applicant responses by program team[1] by overall level of satisfaction: PY1997-98

	Program Team				All	
	Team 1		Team 2			
	Agree	Disagree	Agree	Disagree	Agree	Disagree
The pre-application, technical assistant workshop(s) conducted by Department of Education staff:						
Was/were offered at convenient locations	92	8	88	12	89	10
Was/were offered at appropriate times	90	10	90	10	90	10
Was/were clear and comprehensive	88	12	84	15	86	14
Provided information that was very helpful	94	6	90	9	92	8
Provided ample opportunities to ask questions	88	12	90	9	90	10
Adequately responded to questions	84	16	87	12	86	14
Provided appropriate and comprehensive supporting materials	91	8	90	10	90	9
Had knowledgeable presenters	92	7	93	6	93	6
Provided technical assistance that was helpful in the development of our proposal	88	12	88	11	88	12
Overall, pleased with the pre-application, technical assistance workshops conducted by the Department of Education	89	10	90	9	90	10
Answer the following question for each of the topics below regarding the pre-application, technical assistance workshop(s). Satisfied with the information covered in the session regarding:						
Purpose of Pre-application Workshops	97	2	97	2	97	2
Overview of Competition, Program Statute, and Closing Dates	96	4	97	2	96	3
Review of Program Regulations	94	6	92	7	93	6
Review of Selection Criteria	92	8	92	8	92	8
Review of Application Package and Grant Award Process	91	8	94	6	94	6
Writing Tips	82	18	83	16	82	17
The Grant Application package:						
Was clearly written	90	9	89	11	90	10
Provided sufficient information	90	9	92	8	91	8
Was well organized	94	6	90	10	92	8
Was easy to read	90	9	86	13	88	12
Contained instructions that were easy to follow	84	15	86	14	85	14

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[1] Team 1 consists of Student Support Services (SSS) and Ronald E. McNair programs. Team 2 consists of Educational Opportunity Centers (EOC), Talent Search (TS), Upward Bound (UB), and Upward Bound Math/Science (UBMS) programs.

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Table A4. Continued.

	Program Team					
	Team 1		Team 2		All	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Overall, pleased with the application materials received:	92	8	90	10	90	9
The award notification process:						
Is easy to understand	80	19	80	19	80	19
Meets my needs for information	76	24	72	28	73	26
Is timely	50	50	44	55	47	52
The official grant award notification document and attachments:						
Are clearly written	84	15	91	8	88	11
Are well organized	86	14	92	8	90	10
Are easy to understand	82	17	89	10	86	13
Provide all the needed information	82	18	86	14	84	16
Were received in a timely manner	60	40	58	42	58	41
Overall, I was pleased with the award notification process.	75	24	74	26	74	25
Overall, pleased with the technical assistance received from the Department of Education staff.	86	13	91	8	89	10
The training session(s) conducted by TRIO training grantees:						
Was/were offered at convenient locations	93	6	92	7	93	7
Was/were offered at appropriate times	96	4	96	4	96	4
Was/were clear and comprehensive	96	3	98	2	98	2
Provided information that was very helpful	98	2	99	0	98	1
Provided ample opportunities to ask questions	96	3	99	0	88	2
Adequately responded to questions	96	3	99	0	98	2
Provided appropriate and comprehensive supporting materials	98	2	98	2	98	2
Had knowledgeable presenters	98	2	98	1	98	2
Provides useful information to improve project operations and service delivery	98	2	99	0	98	1
Overall, pleased with the training session(s) conducted by TRIO training grantees:	98	2	98	2	98	2

Table A4. Continued.

	Program Team				All	
	Team 1		Team 2			
	Agree	Disagree	Agree	Disagree	Agree	Disagree
The reporting requirements:						
Are clearly written	66	33	68	31	68	32
Are easy to follow	66	34	70	30	68	31
Are comprehensive	81	18	77	22	78	21
Are received in a timely manner	74	26	75	24	74	25
Collected appropriate information needed by the Department of Education to evaluate grantee performance	85	14	83	16	84	16
Are used to provide feedback to grantees about their performance	58	42	54	46	56	44
Need to be revised	79	20	84	16	82	18
ED Board, the Department of Education's bulletin board:						
Is easy to access	96	3	98	1	98	2
Is easy to use	96	4	98	1	98	2
Provides clear information	96	4	97	2	96	3
Provides complete information	94	6	94	6	94	6
Provides information in a timely manner	88	12	92	8	90	9
Offers sufficient on-line help	94	6	94	6	94	6
The Department of Education's Payment Management System:						
Is easy to access	94	6	98	2	96	4
Is easy to use	96	4	98	2	97	2
Provides clear information	94	6	96	4	95	4
Provides complete information	96	4	94	5	95	4
Provides information in a timely manner	94	6	94	5	94	5
Offers sufficient on-line help	92	8	93	6	92	7
Evaluate the Electronic Funds Transfer used:						
Funds are available when needed	96	4	96	3	96	4
The current process meets all my needs	92	8	96	4	94	6
Overall, pleased with the workshop.	97	2	96	3	96	3
Compared to the earlier grant competitions, this solicitation was less burdensome	76	24	76	24	76	33

Table A4. Continued.

	Program Team				All	
	Team 1		Team 2			
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Overall, the TRIO program office has:						
Encouraged innovative programming	84	16	87	12	86	14
Provided reliable information about promising or effective practices	83	16	84	16	84	16
Evaluated program effectiveness	81	18	82	17	82	18
Provided feedback to grantees to improve their performance	64	36	70	29	68	32
Created effective communication networks among grantees	70	29	76	24	74	26
Linked TRIO with related efforts in higher education	73	26	78	21	76	24
Provided little guidance on the operation of our TRIO program	54	46	44	56	48	51
Overall, I am pleased with my experience with the U.S. Department of Education Federal TRIO programs.	89	10	93	6	91	8

Table A5. Weighted percent of grantees by selected items by program: PY 1997-98

	TRIO Program						All
	EOC	NcNair	SSS	TS	UB	UBMS	
Learned about the Higher Education Federal TRIO programs through the following sources:							
Catalog of Federal Domestic Assistance	11	8	3	7	6	11	6
Federal Registered Mail	37	50	41	48	51	59	46
U.S. Department of Education Guide to Programs	24	36	19	19	28	25	23
Federal Regulations	15	33	23	23	30	29	25
ED Board (computer bulletin board)	7	0	3	2	3	4	3
U.S. Department of Education World Wide Web page on the Internet	2	9	11	9	8	4	9
National Grants Management Association	0	3	1	3	2	4	2
The Foundation Center	0	6	0	1	3	4	2
U.S. Department of Education publications	51	22	35	35	36	32	35
Contacts within your institution	60	60	53	55	54	65	55
Contacts at other institutions/organizations	29	31	38	34	36	37	36
Other	26	22	17	14	17	22	17
Don't know/remember	2	0	5	3	6	0	5
Requested a copy of the application package by:							
Mail-in request	6	36	29	23	24	30	26
Telephone request	45	26	24	35	34	40	31
Fax	4	0	3	3	1	0	2
E-mail, or	0	0	2	1	1	0	1
Other	45	39	42	39	40	30	40
Had trouble obtaining a copy of the application package:							
Yes	4	9	3	5	3	4	4
No	96	91	97	95	97	96	96
Received the application package in an adequate amount of time prior to the application closing date (i.e., the due date):							
Yes	96	91	95	89	86	96	91
No	4	9	5	11	14	4	9
Prior to completing application, aware that the U.S. Department of Education was conducting pre-application, technical assistance workshops:							
Yes	100	92	94	98	90	100	94
No	0	8	6	2	10	0	6
You or anyone of your staff attended a Department of Education pre-application, technical assistance workshop:							
Yes	93	97	77	83	81	78	81
No	7	3	23	17	19	22	19

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Table A5. Continued.

	TRIO Program						All
	EOC	NcNair	SSS	TS	UB	UBMS	
Topics or subjects to recommend deleting:							
None	40	51	36	40	34	41	37
Review of Program	0	0	1	0	2	0	1
Can't remember	0	0	0	1	3	0	1
No comment given	55	42	54	55	56	53	54
Other	5	7	9	4	5	6	7
Suggestions for improving the workshops:							
No suggestions	9	10	12	14	11	22	12
One-on-One contact	0	3	2	4	1	4	2
Separate applications for new applicants	5	0	3	9	1	0	4
No comment given	48	38	37	37	32	36	36
Since received award, Department of Education staff has contacted to discuss the terms and conditions of the grant award (i.e., student service levels, project objectives, and budget revisions):							
Yes	82	80	87	73	77	77	81
No	18	20	13	27	23	23	19
Since receiving award, contacted the program office for technical assistance:							
Yes	89	89	81	80	88	79	84
No	11	11	19	20	12	21	16
Program staff knowledgeable – The program staff person was able to answer your question(s):							
Yes	100	92	92	90	95	96	93
No	0	8	8	10	5	4	7
Types of technical assistance received from the program office. Assistance with:							
Terms of grant	49	33	61	43	43	35	50
Program requirements	42	56	60	51	60	57	58
Promising practices	7	18	10	9	11	17	11
Reporting requirements	61	58	66	72	64	55	65
Other	29	23	19	21	28	15	22
Any trouble contacting your program officer or another appropriate person in the program office:							
Yes	36	31	39	31	26	28	33
No	64	69	61	69	74	72	67

Table A5. Continued.

	TRIO Program						All
	EOC	NcNair	SSS	TS	UB	UBMS	
The problems you have experienced in contacting your program officer:							
No comment							
No contact at all	0	0	1	3	3	0	2
Too much time lapsed	9	89	46	45	40	73	45
Difficult to contact	74	11	39	33	47	27	41
Other	7	0	9	7	7	0	7
In the last 2 years, have you or any of the project staff received training through one of the TRIO training grants funded by the Department of Education?							
Yes	76	87	87	85	85	82	85
No	24	13	13	15	15	18	15
Type(s) of training session(s) you or your staff attended: (List other topics not included in the spaces provided.)							
Student Financial Aid	86	31	40	62	45	27	46
General Project Management for New Directors	48	64	55	49	58	64	55
Legislative and Regulatory Requirements for the Operation of the Federal TRIO Programs	73	71	62	65	68	66	65
The Design and Operation of Model Programs for Projects Funded Under the Federal TRIO Programs	13	22	22	28	29	39	25
Retention and Graduation Strategies	19	49	52	31	31	29	40
Counseling	42	14	30	41	38	37	34
Reporting Student and Project Performance	49	67	41	43	50	51	46
Since receiving grant award, completed a required performance report:							
Yes	100	100	92	97	99	100	96
No	0	0	8	3	1	0	4
Since initiation of project, the following types of communications had with staff at the U.S. Department of Education are:							
Phone calls to program staff	93	97	97	96	99	97	97
Letters	84	90	86	86	85	92	86
E-mail	42	49	40	34	31	43	37
Facsimile (Fax)	64	70	60	70	61	53	63
Face-to-face meetings at professional meetings	81	86	58	74	69	60	66
Site visits by ED staff to your institution	48	86	25	40	32	24	33
Institution successfully used the Department of Education World Wide Web site or electronic bulletin board:							
Yes	67	65	65	78	76	83	71
No	33	35	35	22	24	17	29

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Table A5. Continued.

	TRIO Program						All
	EOC	NcNair	SSS	TS	UB	UBMS	
To receive funds, methods used:							
Automated Clearing House/Electronic Funds Transfer	85	79	85	77	76	66	80
FEEDER – Electronic Funds Transfer	15	21	15	22	23	29	19
Neither	0	0	0	1	1	5	1
Some private organizations provide information regarding the Federal TRIO programs and other higher education programs. Received information from organization other than the U.S. Department of Education concerning the TRIO programs:							
Yes	85	76	82	80	75	89	80
No	15	24	18	20	25	11	20
Information helpful:							
Yes	94	96	96	99	96	96	97
No	6	4	4	1	4	4	3
This information conflicted or contradicted any information provided by the U.S. Department of Education:							
Yes	13	16	16	15	15	12	15
No	87	84	84	85	85	88	85
Some private organizations also conduct pre-application workshops and provide other forms of technical assistance regarding the Federal TRIO programs to potential applicants and grantees. Participated in workshops sponsored by organization other than the U.S. Department of Education:							
Yes	86	89	75	81	85	79	80
No	14	11	25	19	16	21	20
Any information or advice received at workshops conflict or contradict with any information provided by the U.S. Department of Education:							
Yes	26	18	20	17	13	16	17
No	74	82	80	83	87	84	83
First TRIO grant competition:							
Yes	18	32	26	20	20	15	23
No	82	68	74	80	80	85	77

Table A6. Weighted percent of grantees who were satisfied[1] by selected items by program: PY 1997-98

	TRIO Program						All
	EOC	NcNair	SSS	TS	UB	UBMS	
The pre-application, technical assistance workshop(s) conducted by Department of Education staff:							
Was/were offered at convenient locations	93	100	91	91	89	91	91
Was/were offered at appropriate times	91	82	91	91	94	86	91
Was/were clear and comprehensive	83	88	87	85	89	80	87
Provided information that was very helpful	84	93	94	91	93	90	93
Provided ample opportunities to ask questions	95	97	87	94	93	95	91
Adequately responded to questions	83	96	83	88	89	95	87
Provided appropriate and comprehensive supporting materials	90	88	91	93	93	90	92
Had knowledgeable presenters	85	92	93	93	97	95	94
Provided technical assistance that was helpful in the development of our proposal	86	78	89	90	91	90	89
Answer the following question for each of the topics below regarding the pre-application, technical assistance workshop(s). Satisfied with the information covered in the session regarding:							
Purpose of Pre-application Workshops	95	97	97	98	99	90	98
Overview of Competition, Program Statute, and Closing Dates	95	96	97	99	99	90	97
Review of Program Regulations	90	96	94	95	93	94	94
Review of Selection Criteria	90	92	93	93	95	94	93
Review of Application Package and Grant Award process	90	96	91	93	95	94	93
Writing Tips	84	72	83	85	87	85	84
Overall, pleased with the pre-application, technical assistance workshops conducted by the Department of Education:	85	83	90	92	92	95	91
The Grant application package:							
Was clearly written	96	89	91	94	89	100	91
Provided sufficient information	96	92	91	96	92	100	93
Was well organized	91	86	95	94	90	96	93
Was easy to read	88	83	92	93	88	96	91
Contained instructions that were easy to follow	92	80	85	92	86	96	87
Overall, pleased with the application materials received.	96	92	92	92	93	96	92

[1] All grantees except those who expressed some level of dissatisfaction were included.

Table A6. Continued.

	TRIO Program						All
	EOC	McNair	SSS	TS	UB	UBMS	
The award notification process:							
Is easy to understand	81	85	80	80	86	81	82
Meets my needs for information	65	74	76	74	80	83	77
Is timely	35	49	51	46	44	66	48
The official grant award notification document and attachments:							
Are clearly written	89	89	85	92	96	93	90
Are well organized	91	95	86	92	96	93	91
Are easy to understand	89	89	82	89	95	85	88
Provide all the needed information	94	91	81	86	93	89	86
Were received in a timely manner	56	50	61	56	58	72	59
Overall, I was pleased with the award notification process.	78	73	75	72	81	89	77
Overall, pleased with the technical assistance received from the Department of Education staff.	96	95	86	91	91	89	89
The training session(s) conducted by TRIO training grantees:							
Was/were offered at convenient locations	95	100	93	94	93	86	93
Was/were offered at appropriate times	100	100	96	96	97	90	96
Was/were clear and comprehensive	97	100	97	99	98	95	98
Provided information that was very helpful	100	100	98	100	99	95	99
Provided ample opportunities to ask questions	100	97	97	100	99	95	98
Adequately responded to questions	100	100	96	100	99	95	98
Provided appropriate and comprehensive supporting materials	100	97	98	99	98	95	98
Had knowledgeable presenters	100	100	98	100	98	91	98
Provided useful information to improve project operations and service delivery	100	100	98	100	99	95	99
Overall, pleased with the training session(s) conducted by TRIO training grantees.	100	100	97	98	98	95	98
The reporting requirements:							
Are clearly written	74	63	68	70	69	57	68
Are easy to follow	74	68	66	73	70	60	69
Are comprehensive	75	86	81	71	80	82	79
Are received in a timely manner	63	83	73	68	80	82	75
Collected appropriate information needed by the Department of Education to evaluate grantee performance	66	78	86	82	85	86	84
Are used to provide feedback to grantees about their performance	41	48	60	56	54	54	56
Need to be revised	84	94	77	82	83	93	82

Table A6. Continued.

	TRIO Program						All
	EOC	NcNair	SSS	TS	UB	UBMS	
ED Board, the Department of Education's bulletin board:							
Is easy to access	100	100	97	100	98	100	98
Is easy to use	100	100	96	100	98	100	98
Provides clear information	92	100	96	100	96	100	97
Provides complete information	92	84	95	97	93	100	94
Provides information in a timely manner	95	85	89	91	93	94	91
Offers sufficient on-line help	100	100	93	97	92	100	94
The Department of Education's Payment Management System:							
Is easy to access	100	93	94	96	99	96	96
Is easy to use	100	88	97	96	99	100	97
Provides clear information	95	92	95	93	98	100	95
Provides complete information	92	92	97	92	97	96	95
Provides information in a timely manner	95	92	95	93	95	100	95
Offers sufficient on-line help	87	88	92	93	93	100	93
Evaluate the Electronic Funds Transfer used:							
Funds are available when needed	100	100	96	95	97	100	96
The current process meets all my needs	95	90	93	93	98	97	94
Overall, pleased with these workshops:	100	96	97	95	96	100	97
Compared to earlier grant competitions, this solicitation was less burdensome.	86	84	75	77	77	57	76
Overall, the TRIO program office has:							
Encouraged innovative programming	93	75	85	87	86	89	86
Provided reliable information about promising or effective practices	84	75	84	84	84	89	84
Evaluated program effectiveness	82	75	82	81	84	89	82
Provided feedback to grantees to improve their performance	59	73	64	66	74	79	68
Created effective communication networks among grantees	69	73	70	71	78	86	74
Linked TRIO with related efforts in higher education	82	56	75	81	77	78	76
Provided little guidance on the operation of our TRIO program	47	52	54	47	41	48	49
Overall, I am pleased with my experience with the U.S. Department of Education's Federal TRIO programs	92	94	89	92	94	97	92

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Appendix B.

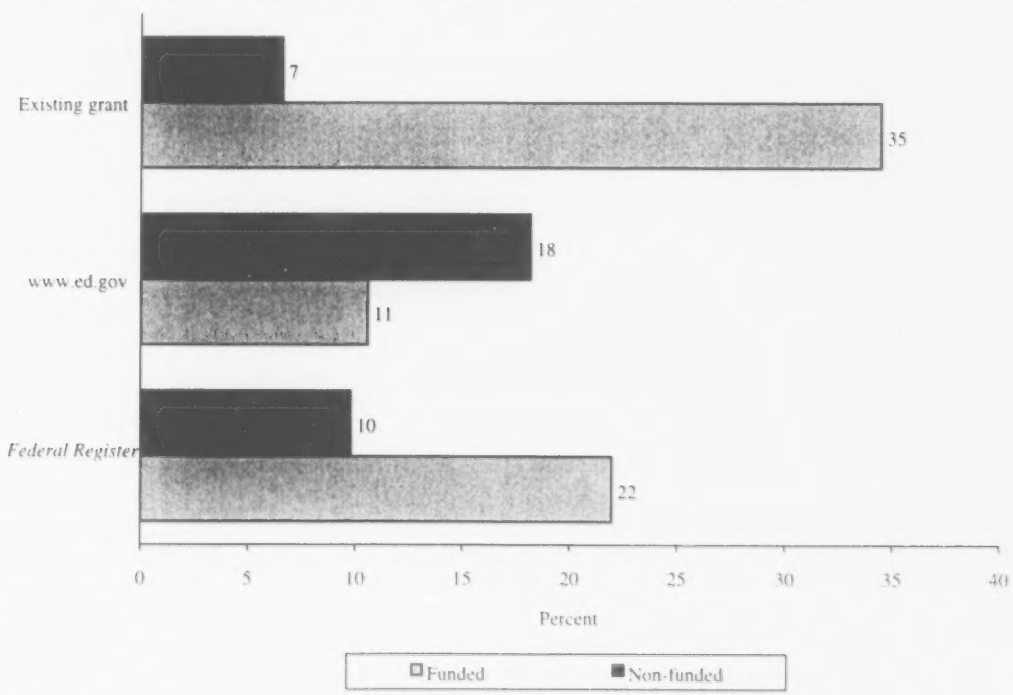
Comparison of
Student Support Services (SSS) Recipients and Non-funded SSS Applicants

Comparison of Student Support Services (SSS) Recipients and Non-funded SSS Applicants

Surveys completed by SSS applicants whose programs were funded vary significantly from those completed by SSS applicants whose programs were not funded. These differences fall in four categories. First, surveys from non-funded programs indicated that those applicants learned about TRIO through different sources than applicants with funded programs. Second, applicants whose programs were not funded seemed to have more trouble obtaining the application from ED. Next, non-funded program applicants found workshops and grant application packages less useful and less clear. Finally, fewer non-funded applicants were satisfied with the award notification process.

Different Means of Learning about TRIO. Non-funded SSS program applicants less often learned about TRIO through the *Federal Register*, or through an existing grant than did funded SSS applicants. A greater percentage of non-funded applicants did, however, learn about TRIO through ED's web site (Figure B1).

Figure B1. Primary sources for learning about TRIO, by funding status

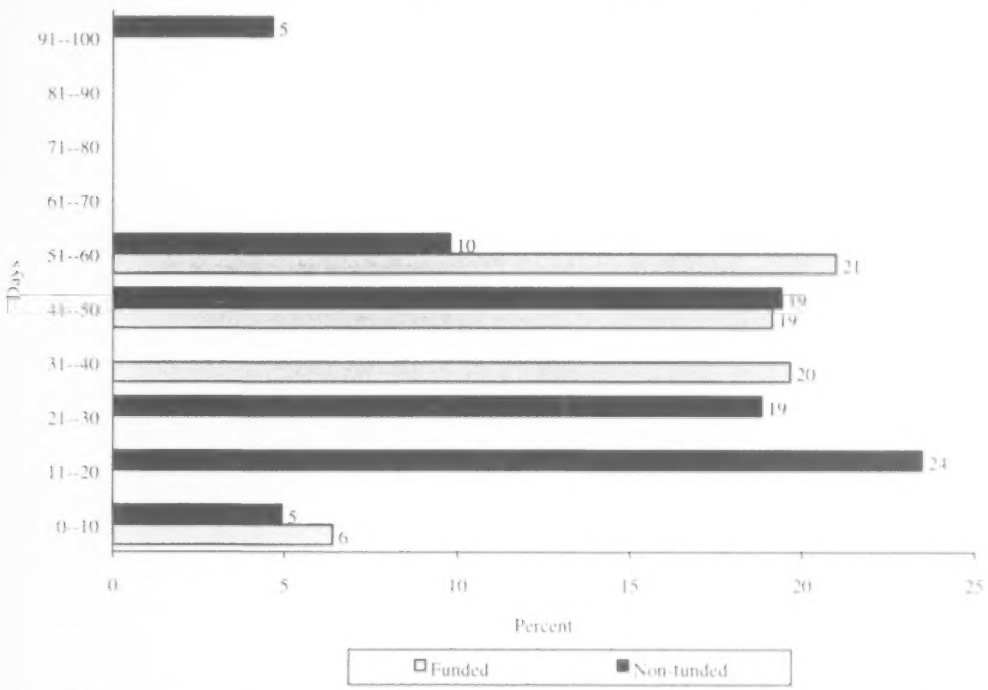


Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Difficulty Obtaining Applications. Only 3 percent of funded applicants reported problems while 9 percent of non-funded applicants reported problems obtaining an application. That trouble came in two different forms. The first problem was not receiving an application. While 83 percent of funded programs received their application automatically, only 32 percent of non-funded programs automatically received an application. Non-funded applicants were more likely to request an application by phone (57 percent of non-funded applicants did this, compared to only 22 percent of funded applicants) or by both phone and mail (10 percent versus under 1 percent).

The second type of problem encountered in obtaining an application was the timeliness of its arrival. Twenty-one percent of non-funded applicants reported not receiving their application in time, while only 10 percent of funded applicants reported this problem. But, of those who had trouble getting an application in time, the non-funded applicants tended to receive that late application sooner than funded SSS applicants. Non-funded programs waited a median of fewer than 30 days for an application, while funded programs waited for a median of more than 40 days (Figure B2).

Figure B2. Number of days to receive application package, by funding status*

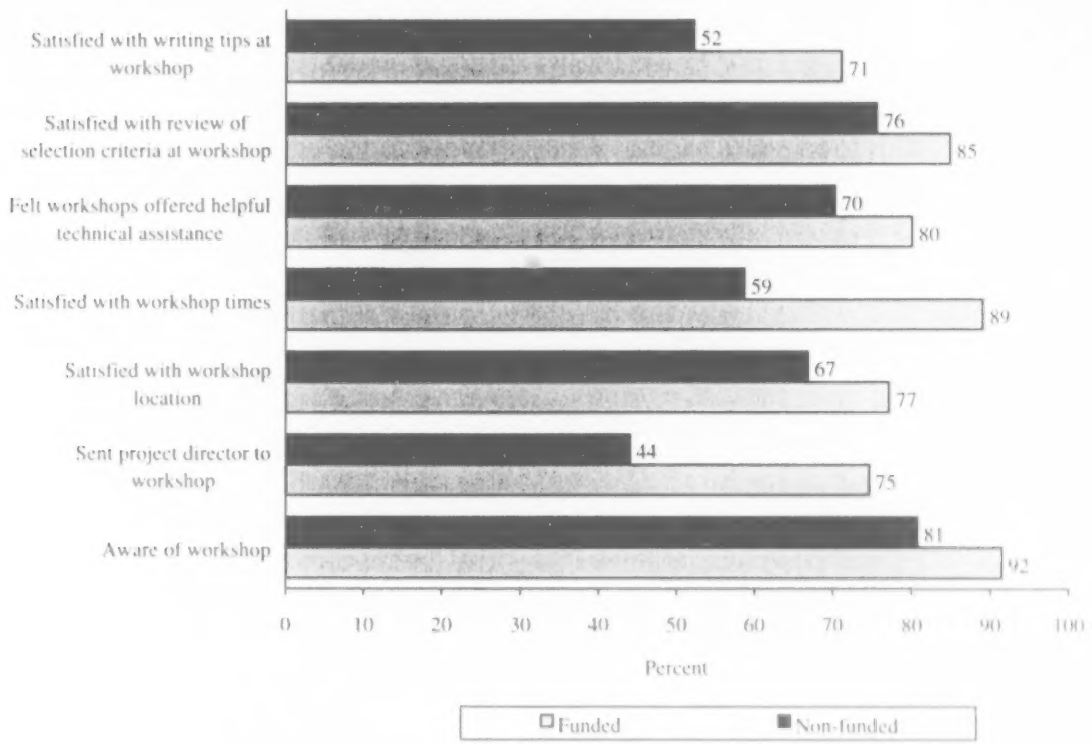


* Only those respondents who reported having trouble obtaining an application package, were asked the number of days between requesting and receiving their package.

Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Pre-Workshop and Application Package Usefulness and Clarity. In many ways, applicants whose programs were not funded did not find the pre-application workshops as helpful as other applicants. Fewer non-funded applicants were aware of the workshops, and fewer still sent their project director to them. A smaller percentage of non-funded applicants were satisfied with workshop locations than were funded applicants, nor were they as satisfied with the timing of the workshops. In addition, they were less likely to feel the workshops offered helpful technical assistance or be satisfied with the workshop's review of selection criteria or writing tips (Figure B3).

Figure B3. Satisfaction with selected aspects of pre-application workshops, by funding status



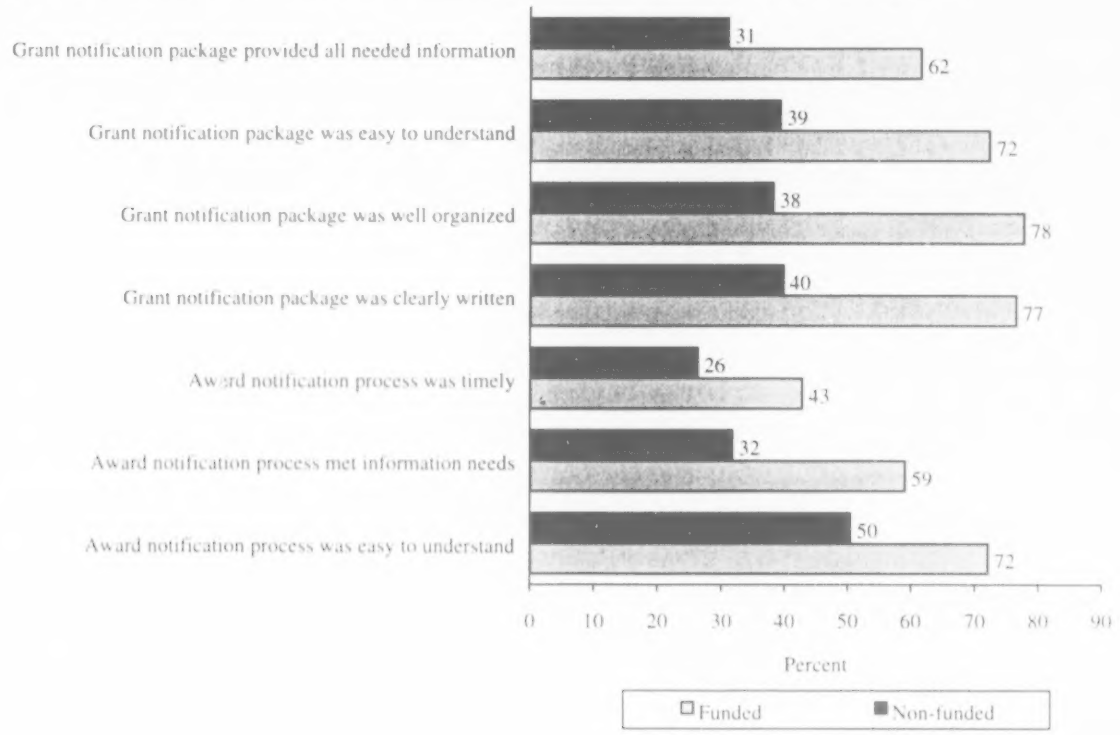
Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Suggestions for Improving Workshops and Applications. Non-funded applicants also differed in their suggestions for improving the workshops and applications. Although all funded SSS applicants suggested deleting the review of program regulations, no non-funded applicants called for the same. Also, non-funded applicants more often asked for examples of successful proposals (32 percent of

non-funded versus 4 percent of funded applicants) and breakout groups (23 percent versus 11 percent). In addition, while no funded applicants requested either in-depth discussion of selection criteria or more detail in general, 11 percent and 25 percent of non-funded applicants asked for these changes (respectively). Conversely, while 19 percent of funded applicants urged increased time for presentation, no non-funded applicants asked for the same. Finally, only 61 percent of non-funded applicants felt grant applications were easy to understand, while 77 percent of funded applicants felt so.

Less pleased with award notification process. Fewer non-funded applicants found the award notification process was easy to understand, met their information needs, or was timely. Non-funded applicants also found the grant notification package unsatisfying. They tended not to describe it as clearly written, well organized, easy to understand, or say that it provided all the needed information (Figure B4). In total, only 29 percent of non-funded applicants described themselves as pleased with the award notification process, while 66 percent of funded applicants did.

Figure B4. Evaluation of award notification process and documents, by funding status



Source: Survey of Federal TRIO Programs Grantees, U.S. Department of Education, 1998.

Appendix C.

Comparison of
Postsecondary with Non-postsecondary Organizations

Comparison of Postsecondary wth Non-postsecondary Organizations

Although most grants are awarded to postsecondary institutions, some are awarded to non-postsecondary entities. Approximately 5 percent of all TRIO programs were operated by non-postsecondary entities during the 1997-1998 award year. Examples of these types of grantees include: Educational Opportunity Center, Talent Search, Upward Bound, and Upward Bound Math and Science grants. This appendix examines differences between the experiences of postsecondary institutions and non-postsecondary organizations. Given the small number of non-postsecondary organizations that responded to the survey – 57 of the 107 selected – results are generally limited to first-level analyses.

Non-postsecondary organizations expressed a slightly higher level of satisfaction with the TRIO programs than postsecondary institutions. Overall, 89 percent of the non-postsecondary organizations were satisfied with their experience with the federal TRIO programs compared to 84 percent of the postsecondary institutions. Table C-1 below shows differences between the two groups' levels of satisfaction on the various aspects of the TRIO program.

Table C-1. Level of satisfaction for major aspects of program delivery, by type of organization

	Non-postsecondary Organizations		Postsecondary Institutions	
Aspects of program	**Satisfied**	**Dissatisfied**	**Satisfied**	**Dissatisfied**
Pre-application, technical assistance workshops	77%	23%	86%	14%
Application materials	88	12	86	14
Award notification process	72	28	69	31
Technical assistance	89	11	81	19
Training sessions conducted by TRIO training grantees	92	8	96	4
Workshops conducted by outside organizations (not ED)	92	8	96	4
Overall experience with federal TRIO programs	89	11	84	16

In general, there was little variation in the levels of satisfaction between the postsecondary institutions and the non-postsecondary organizations that received TRIO grants during the 1997-98 program year (PY1997-98). The exceptions are related to the technical assistance provided. While non-postsecondary organizations were less satisfied with the pre-application, technical assistance workshops than postsecondary institutions (77 percent versus 86 percent satisfied, respectively), they tended to be

more satisfied with the technical assistance they received after the grant was awarded (89 percent versus 81 percent satisfied, respectively).

Other notable differences in the experiences of the two groups include:

- Sixty-six percent of the non-postsecondary organizations reported that ED staff contacted them to discuss the terms and conditions of their grant compared to 82 percent of the postsecondary institutions.

- Non-postsecondary organizations had less trouble contacting their program officer than postsecondary institutions. Only 25 percent of the non-postsecondary organizations reported trouble while 34 percent of the postsecondary institutions reported having trouble contacting ED program staff.

- Fewer non-postsecondary organizations than postsecondary institutions reported that information received from organizations from outside ED conflicted with information provided directly from ED (10 percent versus 16 percent, respectively).

- Eighteen percent of the non-postsecondary organizations were first-time applicants compared to 23 percent of the postsecondary institutions.

Appendix D.

Methodology

Methodology

Sampling Plan

The sample for this survey was drawn in two parts from program lists provided by ED. First, a sample of 1,107 TRIO grantees was drawn from a pool of 1,972 successful grant applicants for the 1997-1998 program year. A second group of 302 unsuccessful (non-funded) applicants were also included in the survey. The surveys were conducted from April to August, 1998. We used a proportional sample design for successful applicants stratified by type (outreach, institutional) and program (SSS, Upward Bound, etc.). To ensure adequate statistical representation, we also selected all non-postsecondary entities that had received a grant. We assigned weights to each program based on the inverse of their probability of selection from the pool file. We selected all unsuccessful applicants.

The overall response rate for both the grantees and non-funded applicant surveys was 70 percent. The response rate varied by sampled group – 74 percent of the postsecondary entities, 54 percent of the non-postsecondary entities, and 60 percent of the unsuccessful applicants responded. Thus, the level of precision for this survey is approximately 3.2 percent, assuming a 95 percent level of confidence. With a sample of this size, the depth of our analysis is generally limited to two-way cross-tabulations.

	EOC	McNair	SSS	TS	UB	UBMS	SSS non-funded	All
Number sampled	48	54	427	199	334	45	302	1,409
Unweighted number of respondents	28	37	342	144	217	28	182	978
Weighted number of respondents	65	88	809	357	580	73	302	2,274
Response rate (unweighted)	58.3%	68.5%	80.1%	72.4%	65.0%	62.2%	60.3%	69.4%

Data Collection Plan

Once the sample of grantees was drawn and we received Office of Management and Budget (OMB) approval for our data collection instruments, we mailed survey packages to the grant project director listed on the Grant Award Notification. An introductory letter explained the study. Grantees who had questions concerning the study were able to call project staff toll-free to ask questions.

Separate instruments were sent to grantees and to non-funded applicants. Non-funded applicants received a subset of the questions on pre-application workshops, grant application materials, and award notification.

Every effort was made to obtain the highest response level possible. In an effort to increase the response rate, a second mailing was made approximately 6 weeks into the data collection to all non-respondents. This coincided with the original deadline for submission of completed questionnaires. Shortly after this we initiated phone contacts to the grantees to ensure they had received the survey and would complete and return it. This resulted in sending some grantees another survey by mail or fax.

Appendix E.

Survey Instruments with Summary Statistics

Although two separate surveys were administered to grantees and non-funded applicants, the summary statistics presented here are for both groups. Grantees were asked all questions that are reported in this appendix and non-funded applicants were asked a subset of these questions. The questions asked of non-funded applicants were identical to those asked grantees. Specifically, non-funded applicants were asked all questions in Sections A, B, C and I.

Survey of Federal TRIO Programs Grantees

Instructions: It is likely that the program director will be the most qualified to answer some sections of this questionnaire, while other questions might best be answered by the person who completed the grant application. In some instances this may be the same person. Please answer those questions that you are informed about, and then refer this questionnaire to the appropriate alternate office for the rest of the answers. Please indicate at the end of this questionnaire which sections you have completed.

A. Introduction

1. Through which of the following sources did you learn about the Higher Education Federal TRIO Programs?

(Check all that apply)
(n=970)

a. Catalog of Federal Domestic Assistance 6%

b. Federal Register 45%

c. U.S. Department of Education Guide to Programs 22%

d. Federal Regulations 22%

e. ED Board (computer bulletin board) 3%

f. U.S. Department of Education World Wide Web page on the Internet 11%

g. National Grants Management Association 2%

h. The Foundation Center 2%

I. U.S. Department of Education publications 34%

j. Contacts within your institution 53%

k. Contacts at other institutions/organizations 36%

l. Other (specify)_____ 17%

m. Don't know/remember 4%

The remaining questions refer to your experiences competing for the

(Label)

B. Pre-Application and Application Process

2. Did you request a copy of the application package by . . .

(Check only one)
(n=970)

mail-in request 23%

telephone request 34%

fax 3%

e-mail, or 2%

other (specify) _____ 32%

3. Did you have any trouble obtaining a copy of the application package? (n=970)

Yes ..... 5% (Continue)

No ..... 90% (Go to question 5)

Don't know/remember ..... 3% (Go to question 5)

Missing 2%

4. How did you resolve this problem? (n=45)

Called or continued to call 53%

Obtained copy at 9%

Waited 4%

Other 36%

5. Did you receive the application package in an adequate amount of time prior to the application closing date (i.e., the due date)?

Yes 84%
No ..... 4 → How long before due date? average 31* days
Don't know/remember 3

6. Prior to completing your application, were you aware that the U.S. Department of Education was conducting pre-application, technical assistance workshops?

(n=970)

Yes ..... 89% (Continue)

No ..... 8% (Go to question 13)

Don't know/remember ..... 2% (Go to question 13)

*Mean number of days. Range given was from 3 to 95 days.

7. Did you or anyone of your staff attend a Department of Education pre-application, technical assistance workshop? (n=860)

Yes .....78% ➔ Title of person attending workshop: Program Director (72%)

No.....20% (Go to question 13)

Don't know/remember ..... 2% (Go to question 13)

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
8.	The pre-application, technical assistance workshop(s) conducted by Department of Education Staff (n=673)								
a)	was/were offered at convenient locations	2%	3%	7%	6%	15%	48%	24%	1%
b)	was/were offered at appropriate times	2	3	5	4	12	53	20	1
c)	was/were clear and comprehensive.....	3	5	7	6	16	43	20	1
d)	provided information that was very helpful	1	3	4	5	15	45	26	1
e)	provided ample opportunities to ask questions.....	2	5	4	5	15	44	24	1
f)	adequately responded to questions.....	2	5	7	4	14	44	19	2
g)	provided appropriate and comprehensive supporting materials	2	3	5	5	18	50	20	1
h)	had knowledgeable presenters.....	1	2	4	5	14	44	28	2
i)	provided technical assistance that was helpful in the development of our proposal	2	4	6	8	17	42	20	1

9. Answer the following question for each of the topics below regarding the pre-application, technical assistance workshop(s).

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
	I was satisfied with the information covered in the session regarding (n= 673)								
a)	Purpose of Pre-application Workshops.....	1%	1%	1%	6%	11%	56%	22%	3%
b)	Overview of Competition, Program Statutes, and Closing Dates	0	1	2	3	10	56	25	3
c)	Review of Program Regulations.....	1	2	4	4	15	51	22	3
d)	Review of Selection Criteria.....	1	3	5	5	15	42	21	3
e)	Review of Application Package and Grant Award Process.....	1	1	4	6	13	50	21	3
f)	Writing Tips	3	5	9	11	18	38	13	4
g)	Other (specific) Q &A (20%) Changes in TA10 (9%) Other (30%), Blank (14%)	6	19	2	0	2	31	28	12
h)	Other (specify).....	7	15	0	0	11	7	30	30
i)	Other (specify).....	15	8	0	0	8	8	8	54

10. What topics or subjects would you recommend deleting? (n=299)

None 81%

Review of program 1%

Can't remember 2%

11. What suggestions do you have for improving the workshops? (n=423)

No suggestions (19%)

One-on-One contact (3%)

Separate application for new applicants

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
12.	Overall, I was pleased with the pre-application, technical assistance workshops conducted by the Department of Education	1%	4%	4%	6%	16%	46%	20%	3%

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
13.	The Grant Application package (n=970)								
a)	was clearly written.....	1%	3%	7%	4%	15%	52%	15%	3%
b)	provided sufficient information.....	1	3	5	6	15	51	16	3
c)	was well organized	1	3	5	7	16	49	16	3
d)	was easy to read.....	2	3	7	8	16	46	15	3
e)	contained instructions that were easy to follow.....	1	4	9	8	19	42	14	3

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
14.	Overall, I am pleased with the application materials I received (n=970)	1%	3%	6%	7%	14%	52%	15%	

C. Award Notification Process

This section refers specifically to the process for notifying grant applicants of their awards.

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
15.	The award notification process (n=970)								
a)	is easy to understand.....	5%	7%	7%	7%	15%	42%	12%	4%
b)	provided sufficient information.....	7	11	9	8	15	35	11	4
c)	was well organized	19	17	15	7	16	49	6	4

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
16.	The official grant notification document and attachments (n=970)								
a)	are clearly written	2%	4%	6%	8%	14%	45%	15%	7%
b)	are well organized	2	3	5	9	15	44	15	7
c)	are easy to understand	2	4	7	10	15	42	14	7
d)	provide all the needed information	4	5	7	10	15	39	14	7
e)	were received in a timely manner	12	13	14	9	16	23	7	7

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
17.	Overall, I am pleased with the award notification process (n=970)	6%	9%	10%	18%	32%	32%	9%	2%

D. Technical Assistance

This section refers to all technical assistance you have received from the U.S. Department of Education since receiving your award.

18. Since receiving your award, have Department of Education staff contacted you to discuss the terms and conditions of the grant award (i.e., student service levels, project objectives, and budget revisions)?

(n=796)

Yes	78%
No	18%
Don't know/remember	3%

19. Since receiving your award, have you contacted the program office for technical assistance?

(n=796)

Yes	82%
No	16%
Don't know/remember	1%

Instruction Box

If you answered NO to both questions 18 and 19 skip to question 26.
Otherwise continue with question 20.

20. Estimate the number of contacts you have made to the program office during the following time periods. (n=760)

a) Number of contacts in last month _____ range 0-10
b) Number of contacts in last 6 months _____ range 0-26
c) Number of contacts in last 12 months _____ range 0-52

21. Was the program staff knowledgeable? That is, was the program staff person able to answer your question(s)? (n=760)

Yes 89%
No 7%
Don't know/remember 1%
Missing 3%

22. What types of technical assistance did you receive from the program office? Assistance with . . . (n=760)

(Check all that apply)

a) terms of grant 49%
b) program requirements 56%
c) promising practices 10%
d) reporting requirements 64%
e) other (specify)_____ 21%

23. Did you have any trouble contacting your program officer or another appropriate person in the program office? (n=760)

Yes ..... 32% (Continue)
No ..... 65% (Go to question 25)
Don't know/remember ..... 1% (Go to question 25)
Missing 2%

24. Briefly describe the problems you have experienced in contacting your program officer. (n=246)*

No comment 5%
No contact at all 51%
Too much time each 47%
Difficult to contact 9%
Other 7%

*Multiple responses possible.

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
25.	Overall, I was pleased with the technical assistance I received from the Department of Education (n=760).....	2%	5%	4%	8%	11%	45%	24%	2%

26. In the last 2 years, have you or any of the project staff received training through one of the TRIO training grants funded by the Department of Education?... (n=796)

Yes ..... 84% (Continue)

No ..... 14% (Go to question 33)

Don't know/remember..... 1% (Go to question 33)

Missing 1%

27. What type(s) of training session(s) have you or your staff attended? Please check YES or NO for each topic listed. List other topics not included in the spaces provided. (n=672)

		YES	NO
a)	Student Financial Aid.....	46%	54%
b)	General Project Management for New Directors	55	45
c)	Legislative and Regulatory Requirements for the Operation of the Federal TRIO Programs	65	35
d)	The Design and Operation of Model Programs for Projects Funded Under the Federal TRIO Programs.....	25	75
e)	Retention and Graduation Strategies.....	40	60
f)	Counseling	33	67
g)	Reporting Student and Project Performance	46	54
h)	Other topics (specify) _____	26	74
i)	Other topics (specify) _____	6	94
j)	Other topics (specify) _____	1	99

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
28.	The training session(s) conducted by TRIO training grantees								
a)	was/were offered at convenient location.....	1%	1%	5%	8%	12%	53%	20%	1%
b)	was/were offered at appropriate times	0	1	2	6	13	58	18	2
c)	was/were clear and comprehensive.....	1	0	1	3	11	56	27	1
d)	provided information that was very helpful	1	0	0	3	8	48	39	1
e)	provided ample opportunities to ask questions.....	0	0	1	2	9	50	37	1
f)	adequately responded to questions.....	1	0	1	2	10	53	31	2
g)	provided appropriate and comprehensive support materials	1	0	1	2	8	49	38	1
h)	had knowledgeable presenters.....	1	0	1	4	7	50	37	1
i)	provided useful information to improve project operations and service delivery.....	1	0	0	2	9	50	36	1

29. What topics would you like to see given new or additional attention?

_____

_____

_____

30. What topics or subjects would you recommend deleting?

_____

_____

_____

31. Do you have other suggestions for improving the workshops?

_____

_____

_____

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
32.	Overall, I was pleased with the training session(s) conducted by TRIO training grantees	1%	1%	0%	2%	7%	55%	31%	2%

E. Grant Performance Reporting

This section refers to all the performance reporting required of Federal TRIO grantees (i.e., annual reports required for continuation funding and the assessment of project outcomes).

33. Since receiving your grant award, have you completed a required performance report? (n=796)

Yes .....95%(Continue)

No.....4%(Go to Question 38)

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
34.	The reporting requirements (n=752)								
a)	are clearly written	4%	12%	16%	5%	22%	34%	7%	0%
b)	are easy to follow	4	11	17	7	22	33	7	1
c)	are comprehensive	3	7	11	9	21	40	8	1
d)	are received in a timely manner	6	8	12	5	8	40	11	1
e)	collect appropriate information needed by the Department of Education to evaluate grantee performance	2	6	8	11	19	45	8	1
f)	are used to provide feedback to grantees about their performance	15	18	10	15	13	22	6	1
g)	need to be revised	4	10	4	9	16	23	21	2

35. What information requested in the performance reports would you like to see given new or additional attention?

_____

_____

_____

36. What information would you recommend deleting?

_____

_____

_____

37. Do you have other suggestions for improving the performance reports?

_____

_____

_____

F. Communications/Monitoring

This section refers to communications between you, your institution, and staff of the U.S. Department of Education.

38. Since the initiation of your project, which of the following types of communications have you had with staff at the U.S. Department of Education?

(Check all that apply)
(n=796)

a) Phone calls to program staff 96%

b) Letters 85%

c) E-mail 37%

d) Facsimile (Fax) 62%

e) Face-to-face meetings at professional meetings 66%

f) Site visits by ED staff to your institution 33%

39. Has your institution successfully used the Department of Education World Wide Web site or electronic bulletin board[1]?

(n=796)

Yes 42%

No 18%

Don't know/have not used bulletin board ..... 39% (Go to question 41)

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
40.	ED Board, the Department of Education's bulletin board							
a)	is easy to access	0%	0%	1%	19%	11%	53%	15%
b)	is easy to use	1	0	2	19	13	53	12
c)	provides clear information	0	0	3	20	14	51	12
d)	provides complete information	0	1	4	25	18	42	10
e)	provides information in a timely manner	0	2	7	26	13	42	10
f)	offers sufficient on-line help	0	3	3	39	12	36	7

[1] The World Wide Web site is located at http://www.ed.gov/offices/OPE/OHEP/hepss/index.html, and the electronic bulletin board can be reached by telephone at (202) 260-9950. Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed at both of these sites. However, the official application notice for a discretionary grant competition is the notice published in the Federal Register.

For additional information regarding these sites contact: Federal TRIO Programs, U.S. Department of Education, 1990 K Street, NW, Suite 700, Washington, DC 20006-8510. Telephone (202) 502-7600 or by Internet to TRIO@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Services (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
41.	The Department of Education's Payment Management System								
a)	is easy to access	12%	1%	1%	26%	6%	34%	1%	19%
b)	is easy to use	12	1	1	26	6	34	1	19
c)	provides clear information	10	2	1	27	7	34	1	19
d)	provides complete information	10	1	2	27	8	33	1	19
e)	provides information in a timely manner	10	2	2	27	7	33	1	19
f)	offers sufficient on-line help	8	2	2	33	7	26	1	20

42. To receive your funds, which method did you use? (n=796)

a) Automated Clearing House/Electronic Funds Transfer.....55%
OR
b) FEEDER - Electronic Funds Transfer.....13%
c) Missing.....30%

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
43.	Please evaluate the Electronic Fund Transfer you used								
a)	Funds are available when needed	24%	1%	1%	7%	4%	38%	0%	26%
b)	The current process meets all my needs	19	2	2	9	7	35	0	26

G. Outside Organizations

44. Some private organizations provide information regarding the Federal TRIO programs and other higher education programs. Have you received information from organizations other than the U.S. Department of Education concerning the TRIO programs?

(n=796)

Yes ..... 77% (Continue)

No ..... 19% (Go to question 50)

Don't know/remember ..... 3% (Go to question 50)

Missing 1%

45. Was this information helpful? (n=609)

Yes 94%

No 4%

Don't know/remember 2%

46. Did this information conflict or contradict any information provided by the U.S. Department of Education? (n=609)

Yes 14%

No 78%

Don't know/remember 7%

Missing 1%

47. Some private organizations also conduct pre-application workshops and provide other forms of technical assistance regarding the Federal TRIO programs to potential applicants and grantees. Have you participated in workshops sponsored by organizations other than the U.S. Department of Education? (n=609)

Yes ..... 79% (Continue)

No ..... 20% (Go To Question 50)

	Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
48. Overall, I was pleased with these workshops ..	1%	1%	1%	1%	6%	42%	49

49. Did any of the information or advice you received at these workshops conflict or contradict with any information provided by the U.S. Department of Education? (n=482)

Yes 16%

No 77%

Don't know/remember 6%

H. Overall Experience

This section asks questions regarding your overall experience with the TRIO program, including federal leadership and guidance you received in operating the program.

50. Was this your first TRIO grant competition? (n=796)

Yes ..... 22% (Continue)

No ..... 76% (Go to question 52)

Missing 2%

	Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
51. Compared to earlier grant competitions, this solicitation was less burdensome	2%	3%	4%	8%	7%	9%	2%	2%

52. What do you think could be done to further reduce paperwork burden? (n=796)

_____

_____

_____

_____

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
53.	Overall, I believe the TRIO program office has (n=796)								
a)	encouraged innovative programming	2%	6%	6%	11%	16%	39%	18%	2%
b)	promised reliable information about promising or effective practices.....	2	6	8	12	19	38	14	2
c)	evaluated program effectiveness	2	6	9	12	21	36	12	1
d)	provided feedback to grantees to improve their performance.....	6	12	13	12	17	29	9	2
e)	created effective communication networks among grantees.....	4	11	12	13	18	29	12	2
f)	linked TRIO with related efforts in higher education	5	10	9	17	16	29	13	2
g)	provided little guidance on the operation of our TRIO program	13	24	13	10	15	15	7	2

		Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree	Missing
54.	Overall, I am pleased with my experience with the U.S. Department of Education's Federal TRIO programs	1%	2%	5%	7%	16%	42%	25%	1%

55. Please describe your positive experiences.

56. Please describe any negative experiences.

57. What suggestions do you have for improving the administration and management of the Federal TRIO programs?

I. Person(s) completing this form

Instructions: It is likely that the program director will be the most qualified to answer some sections of this questionnaire, while other questions might best be answered by the person who completed the grant application. In some instances this may be the same person. All responses to this supplement will be kept confidential, with no personal or institutional identifiers attached without your permission. The following information will be help us if we have questions about any of your individual responses, but will not be seen by the U.S. Department of Education. If it is acceptable for your name and responses to be transmitted to the U.S. Department of Education so they might seek additional comments, please check the box below

(n=796)

58. Yes, you may transmit the information below to the Department of Education 51%
No, I wish this information to be kept entirely confidential.....43%
Missing.....7%

For this **first** person completing this form, please provide the following information

Name: _____

Title: Program Director (78%);Program Coordinator (4%)

Telephone: _____

59. Which sections of this questionnaire did you complete?

		Yes	No
a)	A. Introduction		
b)	B. Pre-Application and Application Process		
c)	C. Award Notification Process		
d)	D. Technical Assistance		
e)	E. Grant Performance Reporting		
f)	F. Communications/Monitoring		
g)	G. Outside Organizations		
h)	H. Overall Experience		

60. Yes, you may transmit the information below to the Department of Education .....
No, I wish this information to be kept entirely confidential.....

For this **second** person completing this form, please provide the following information

Name: _____

Title: _____

Telephone: _____

61. Which sections of this questionnaire did you complete?

		Yes	No
a)	A. Introduction		
b)	B. Pre-Application and Application Process		
c)	C. Award Notification Process		
d)	D. Technical Assistance		
e)	E. Grant Performance Reporting		
f)	F. Communications/Monitoring		
g)	G. Outside Organizations		
h)	H. Overall Experience		

Thank you very much for your participation.

Please return this form by May 1, 1998 to:

Westat, Inc.
Attn: Kim Standing
1650 Research Boulevard, RA 1393
Rockville, MD 20850

Please keep a copy of this survey for your records.

If you have any questions or problems concerning this survey, please contact Kim Standing at (800) 937-8281 ext. 3943 or by e-mail at StandiK1@westat.com.